Jason West

I Still Can't Speak English

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Jason West

I Still Can't Speak English

Make Your Own Free Social Media English Course and Finally Speak English Comfortably

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I Still Can't Speak English:
Make Your Own Free Social Media English Course and Finally Speak English Comfortably
1st edition
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1 Introduction

If you have studied English for some time; if you have taken lots of different classes, studied using lots of different course books, listened to lots of audio and still do not feel confident when you speak English (but desperately want to); this ebook is for you. If you use it properly it should be the last English course you ever need to use. To start building your own special English course now, just go straight to page 26 of this manual.

English as a Second Language (ESL) teaching and learning has not changed much for decades. The majority of ESL courses are taught in the same way and millions of hardworking learners still cannot speak English. Sorry to break the news but I think that this is a huge waste of time, effort and money and that it does not have to be like this. I even found some academic research that proves that ESL doesn't help you to speak English[1],

> *"In short, educational outcomes measured by way of dropout, failure, and low achievement on standardised tests all suggest that for some reason ESL learners do not benefit from ESL programming." (Roessingh 2004)*[2]

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A more recent piece of research called *Evaluation of the Language Instruction for Newcomers to Canada (LINC) Program*[3], carried out by the Canadian government, clearly shows that the improvement in speaking after 1000 hours in the ESL classroom is statistically the same against a control group that isn't in school at all. So, the study showed that there was no improvement whatsoever.

Since I started English Out There (EOT) in 2001 it has produced English teaching and learning materials based upon 250,000 hours of teaching and constant student and teacher feedback from the field (i.e. the streets of London). Because of the process followed in every lesson the materials were also suitable for online use with social media such as Facebook and Skype.

If you read this manual and follow the instructions accurately and carefully you will start to become comfortable speaking English. This is not just another marketing claim, it is a fact and we can prove it with 'before and after' audio case studies. It is true because we all learn languages the same way and you just need to provide your brain with the right amount and type of information (i.e. understandable and interesting language) for it to begin to notice patterns that mean something to you.

To become an independent English learner you will also need to do a little bit of work but the more you do the more interesting and motivating it will become. The first three or four lessons are the hardest; that is when you learn how to *learn* to speak English.

English Out There is a process and like any process if you miss one bit out you will not get the result you desire. We can provide some online help and support but most of it is up to you now, but you can do it, you can finally speak English comfortably.

You can follow me and EOT on Twitter (@EnglishOutThere), Facebook[4] and Google+. I'm happy to answer specific questions about this ebook and look forward to hearing from you.

Jason West
Founder, English Out There

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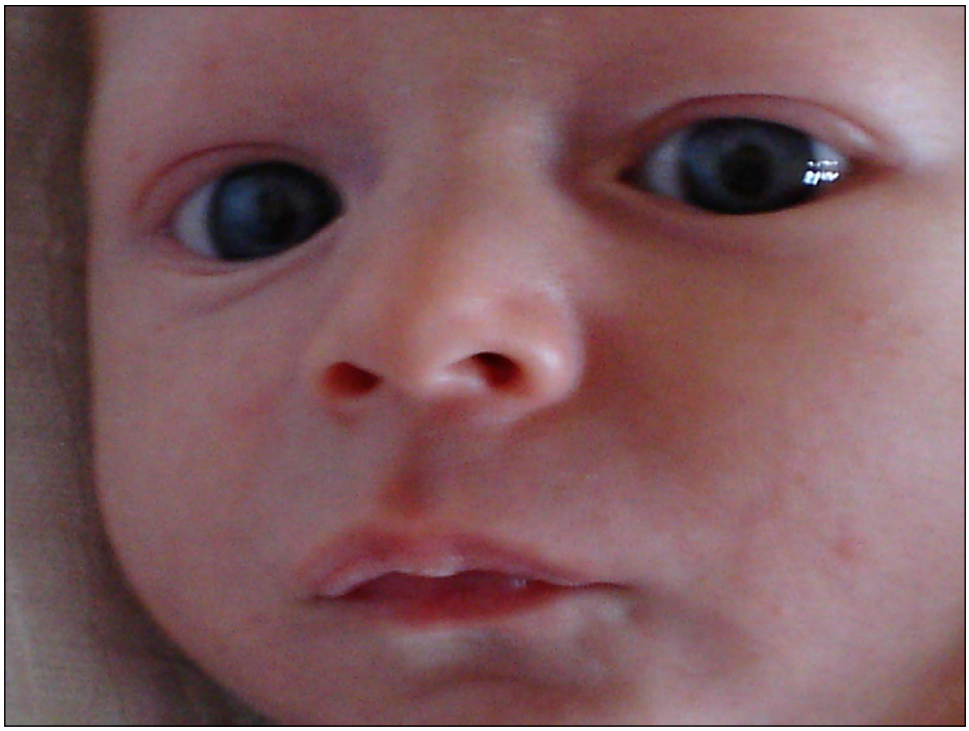
2 Why Do We Talk?

Well, we already know why, don't we? But just to make sure, an MIT professor called Deb Roy made his baby son a study of first language acquisition in the *Human Speechome Project*[5] and it is amazing to watch him acquire language in huge detail, but for me the most important conclusion of the programme comes towards the end.



The final conclusion is that language is a social, real world inspired phenomenon in humans and this is just what we at English Out There have believed all along and it is what our courses are based upon.

Below is the professor's TED talk: *Deb Roy: The Birth Of A Word*[6]

Watch a Youtube trailer for a programme about the MIT professor's study here:

http://youtu.be/TgrQlhVPBjc

You might be able to find the entire BBC programme on an international network's video on demand service, just search on '*Why Do We Talk, Horizon BBC*'.

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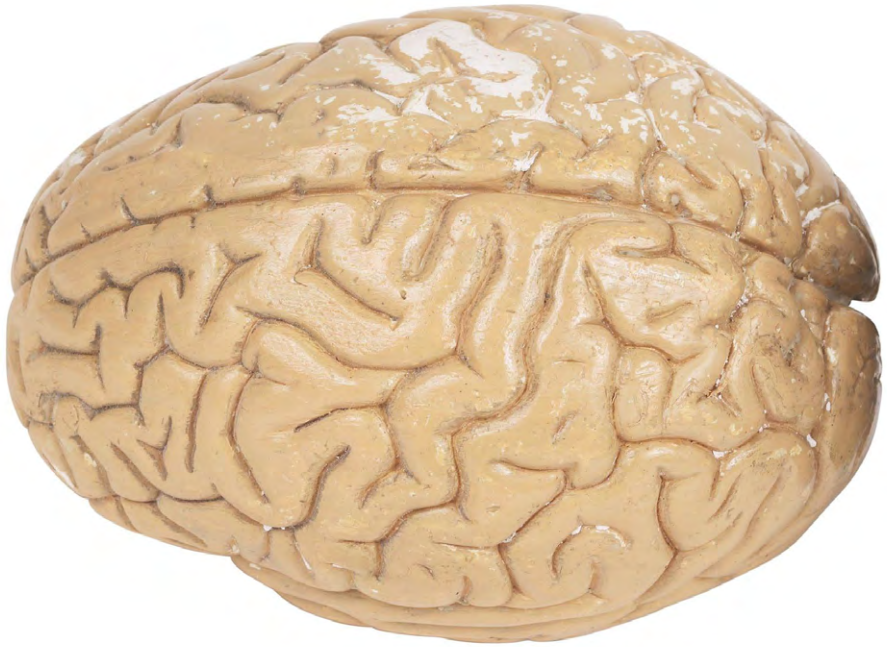
3 How We All Learn to Speak



A new view of language acquisition[7] talks about how infants acquire language and how early learning is achieved in a purely social context. The evidence suggests social learning shapes the neural framework of the brain for language and communication. Using brain imaging bilingual babies often show up activity in two overlapping areas, one for each language. I saw mentions of 'social interaction', 'mapping' and 'multiple listenings' in infants and then second language acquisition was mentioned towards the end.

Another paper by Dr. Kuhl and Maritza Rivera-Gaxiola, *Neural Substrates of Language Acquisition*[8] contains a whole section on 'social learning'. At the end of '*Neural substrates…*' Dr. Kuhl asks this question:

> *"Why are adults, with their superior cognitive skills, unable to learn as well as young infants? Can techniques be developed to help adults learn a second language?"*

Dr. Kuhl's experiment with infants, helping them to acquire Mandarin, is very similar in execution (as it is described by her) to what we do using our English Out There materials with adult English learners.

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4 The Psychology of Speaking English

I wonder if students actually realise that a large part of the problem they experience with improving their speaking and listening skills is psychological and not linguistic.

I have met many learners of English over the years who desperately want to improve their speaking and listening skills but through some deep belief planted earlier in their lives they think that what they need is more grammar and correction. This is because of the way educational systems, and English Language Teaching and learning (ELT) the world over, has stuck by a system of a) teaching to tests and b) either completely ignoring the psychology of language learning or failing to integrate psychologically supportive techniques into ELT curricula.

Click HERE to watch the video

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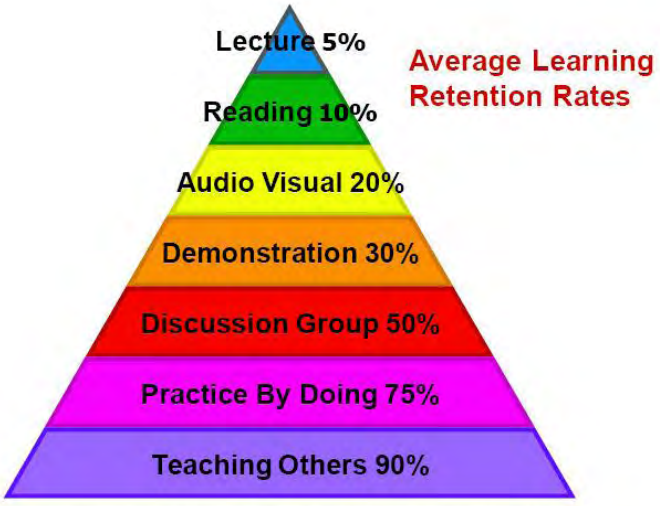
It is an enormous and complex problem that places like China and India are trying to solve at the moment. Both educators and students regularly recommend 'more of the same' in terms of tuition even though it is not helping to address the speaking issues that clearly exist. At its root I would suggest that the concept of what does and does not make a proper educational programme is decided by people who prefer others to follow the path that they themselves followed.

This could explain why change is so slow and why awareness and value is so hard to earn for something that is quite different. Think of how many students in China are learning English in school or university. If they genuinely felt that the classes were giving them what they needed the phenomena of Mute English[9] (millions of learners can read but not speak English) and English Corners[10] (informal speaking practice in parks and public spaces) would not exist and the huge rush to online language exchange and real practice websites would not be growing fast. The learners, through the internet, are trying to find their own way to improve the skills that they can't get in formal classes but know they need.

How many teachers recommend online speaking and listening practice to their students or the use of structured and pre-taught conversation topics prior to real practice with a fluent or native speaker? And if they do recommend it, how should it be done to be effective?



Source: National Training Laboratories, Bethel, Maine

[11]

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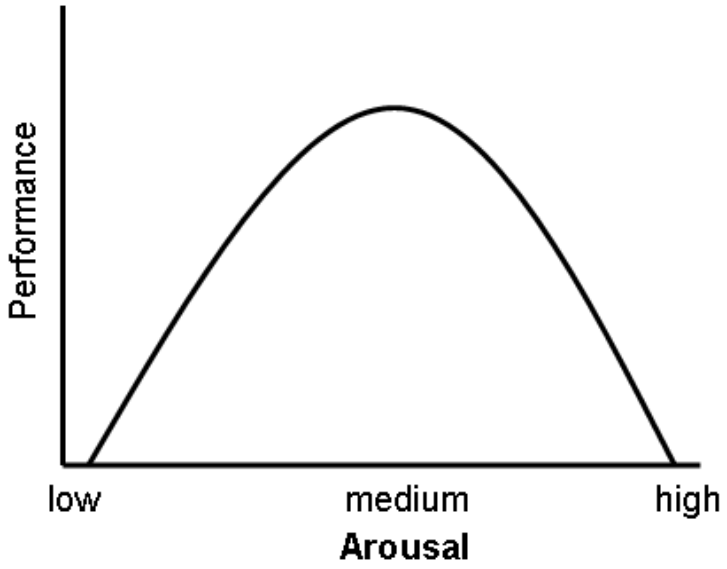
5 What Stops You Speaking?

This came as a shock to me some time ago but when I thought about it I realised that it is just like an actress forgetting her lines on stage or a footballer missing a vital penalty.



12

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The human brain can operate well whilst experiencing high levels of anxiety, even stress. In fact, a little stress is good for performance. Rugby commentators say that someone is "up for it" and really mean that the player is at the optimal level of nervous stimulation to perform at their very best.

But it is a delicate path that we all follow when the adrenalin starts to pump. That feeling of nervous anxiety and excitement running through our body is often the difference between doing something well and not doing it properly at all.

However, under-stimulation is not the only way you and I can fail to perform. Over-stimulation, or over anxiety about what we are about to try and do can get so powerful that beyond a certain point our performance drops like a stone and we fail miserably. We miss the crucial injury time penalty, we lose our temper and get sent off, or when we are put in the spotlight we don't speak clearly or forget what to say completely.

Some scientists even created a law, the Yerkes-Dodson law[13], which explains the relationship between arousal and performance. Over-arousal for a task, such as speaking a foreign language without the right mental preparation and support, can lead to a complete drop-off in performance and the memory will struggle.

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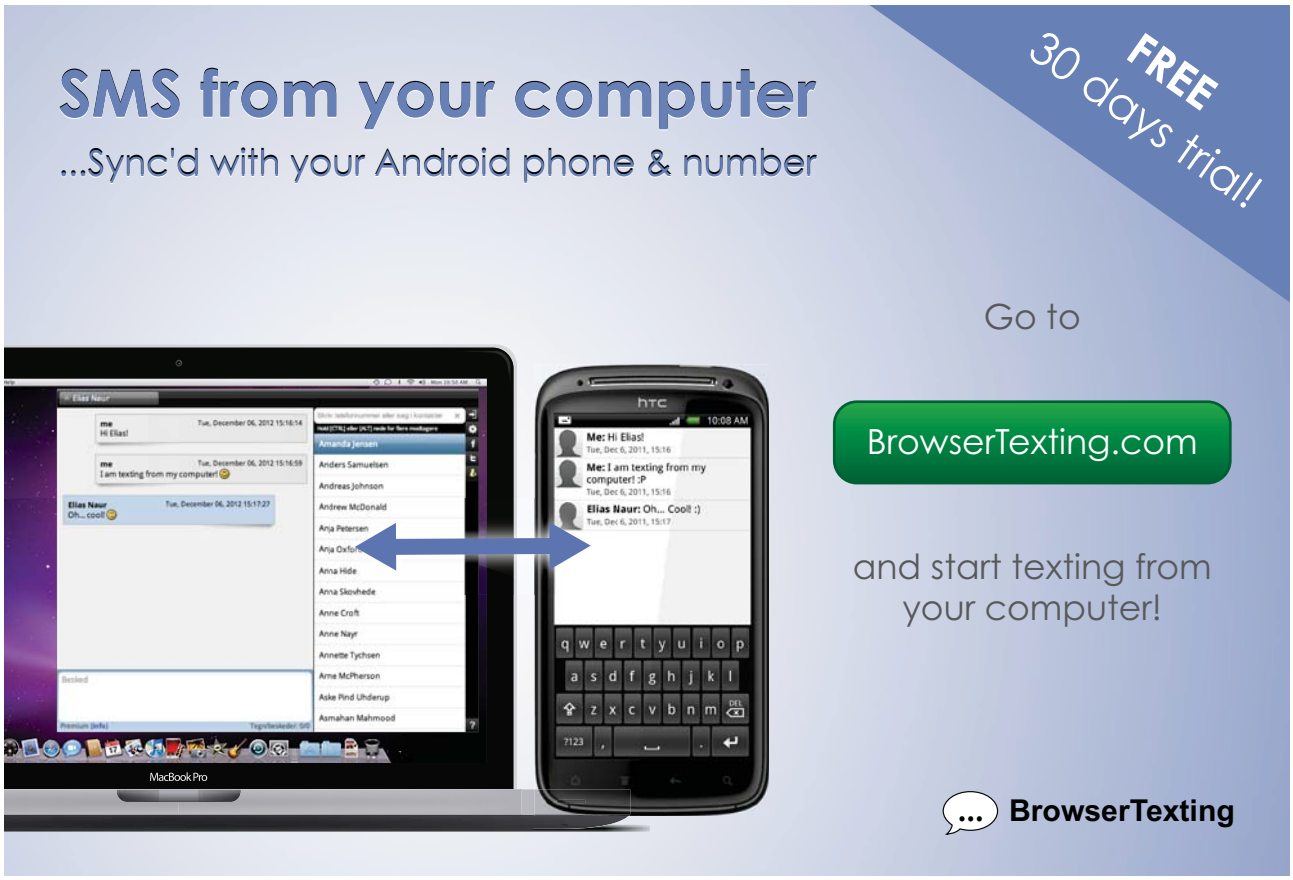
This anxiety or stress when trying to speak a second language has another name, lathophobic aphasia, which is defined as the failure to speak a new language for fear of making a mistake. Sound familiar anyone?

So, what can be done about it? How do you improve your ability to speak when you have been afraid to do so, often despite years of English tuition and a good ability to read and write the language? The current boom in online language exchange and practice shows that learners are desperate to improve their speaking skills, look at a forum[14] I found, which is just one example of how Chinese English learners acknowledge the problems they have.

I would argue that this is a typical situation in the lives of millions of English learners and that they are not getting what they really need from conventional English language lessons and materials. I'm biased of course, but anxiety and stress, in fields of activity outside of language learning, are commonly and actively 'managed' by mental and physical processes put in place to help the person to overcome the fear that stops them performing properly. I am telling you that English learners can also be helped, but that the English teaching world has not gone there yet.



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6 Learning How to Speak (again)

6.1 Method

The way most courses and teachers work can actually stop you speaking English. This is because they teach you to write before they teach you to speak. When you try to speak you make sentences as if you were going to write them. So you translate and create whole sentences in your head.

When you are in a conversation and have to respond quickly to keep the communication going the more you try to create grammatically perfect sentences the more pressure ("arousal" or "anxiety") you experience.

All language learners need some time to absorb and get used to the basic patterns of communication in the second language. It is OK not to talk and just to read and listen. The more you do this and the more you understand of what you read and hear the better. This is how you get going and lay foundations for speaking.

If you are a real beginner and have never studied English before the best thing you can do is to start reading like a small child and get used to the sounds and patterns of very simple sentences. You don't need to know the rules (grammar) but if you really want something to be a bit clearer it is OK to look up the rule or have someone explain it to you. But don't just study grammar and expect it all to stick. It won't.

Most English learners have had some exposure to English already and often, because of the teaching techniques used, have studied a lot of grammar already. If you have studied a lot of grammar it doesn't necessarily mean you can also speak comfortably.

In fact, the reverse is often true and people who know a lot of grammar and can read and write fairly well are still very low level speakers. Again, this is because they try to speak the way they write.

6.2 Correction

Through most courses teachers correct students' accuracy and pronunciation, often in front of other students in the class. This can cause problems because students who get very little opportunity to speak anyway are faced with a severe test of their ability to speak accurately in front of all of their friends and the teacher. Ask most students what was the scariest thing about their language lessons in school and they will usually say "speaking in class".

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Everyone needs some correction, but the wrong kind of correction can be very damaging to confidence and when damage has been done it is often extremely hard to repair.

English Out There repairs this damage by preparing and enabling learners to have positive speaking experiences, with non-teachers.

6.3 Personalization

Every conversation you have is unique and highly personalized. Even if you try to have exactly the same conversation separately with three different people each conversation will be very different. The only constant in each will be you. So if you record and listen to them again they will, naturally, be personalized to you.

By recording your English Out There conversations and listening again you are creating an amazingly personalized and super-interesting English course for your brain to learn from naturally.

6.4 Transparency

In a second language, especially when you are at the beginning, you need to get comfortable using the main patterns of conversation. Often these are the hardest things to grasp because they are deeply rooted in the natural flow of the language. Often they involve grammatical rules that someone a long time ago decided should only be taught at a higher level.

English Out There lessons sometimes give you bits of language and don't explain them. They are there because that is how people speak and they help you get into a conversation in which you understand the meaning of what is being discussed.

So, how do you make sure you can practice properly when you have the opportunity to speak with a fluent English speaker who is happy to help you? You prepare before you speak.

It is better to have lots of short similar conversations with lots of different people in which you, the learner, are in control, than to have one long conversation in which you are not in control and end up struggling for understanding and also struggle for something to say.

English Out There gives you more control of your practice and having fewer surprises lowers your level of anxiety. When you are less anxious it makes it easier to speak.

Having three or four similar practice conversations with different people but based upon the same lesson and language means that you will become less anxious each time you have a successful conversation and your confidence will start to grow. This is very important to your development as an English speaker. You will begin to enjoy using English.

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7 Case Study 1: Jane

MOI, JE VOTE POUR MOI !
Moi, je n'aime pas les moi !
Tous semblables, tous différents
Le grand Schtroumpf au milieu du village
Grote Smurf, het dorpshoofd

I found Jane, an adult Chinese English learner (27), on EnglishClub.com. She was recruited via an offer I made in an online forum. I offered to give free help to two learners who were frustrated and wanted to improve their English speaking skills. The offer was for free course materials and online speaking practice in return for agreement to allow me to record and publish everything we did together.

Jane downloaded the MP3 recordings of her conversations and put them on her iPod before listening again a few times.

This process of storing the recordings online meant that they were secure yet accessible. It was really like building Jane's own highly personal audio-lingual English course, with her as the star!

All I did on the calls was respond to Jane's questions and have a pleasant conversation as a fluent English speaker would. I did not teach her in the conventional sense and correction only occurred as part of a natural desire to establish mutual understanding. I would spell words sometimes and help Jane with her pronunciation when it interfered with understanding. We worked blind, using audio only; so I never saw Jane's face.

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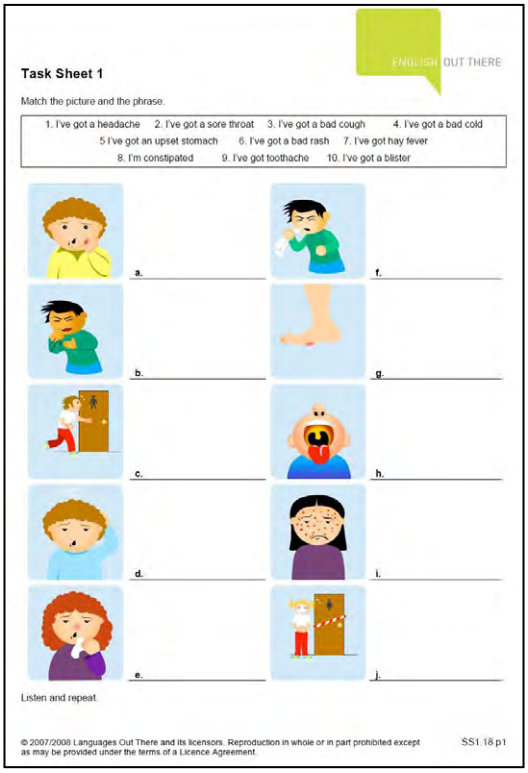

Task Sheet 1

ENGLISH OUT THERE

Match the picture and the phrase.

1. I've got a headache 2. I've got a sore throat 3. I've got a bad cough 4. I've got a bad cold
5 I've got an upset stomach 6. I've got a bad rash 7. I've got hay fever
8. I'm constipated 9. I've got toothache 10. I've got a blister

a. _____ f. _____

b. _____ g. _____

c. _____ h. _____

d. _____ i. _____

e. _____ j. _____

Listen and repeat.

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SS1.18.p1

Self-study lesson worksheet (there are sample lesson worksheets at the end of the book)

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After the sixth lesson I decided to edit together clips from the first and sixth conversations to compare Jane's speaking performance. This created the 'before and after' podcast that shows how much she improved in that short period of time.

Results

These can be found on my podcast page at:

http://languagesoutthere.podomatic.com/entry/2010-04-29T10_09_39-07_00

Please listen to the recording. It is the recording of Jane 'before and after' her six lessons. The notes with the podcast explain Jane's background and how I worked with her. Here are some of Jane's comments that I think are worthy of being highlighted:

> *"Well, after several regular communications online with professor Jason including lots of exercises in the plans, they made me not only enrich my vocabulary, but also made English speaking become kind of a habit for me."*

And,

> *"I downloaded every recording when Jason posted them online. And I put them on my iPod, and listened to them when I was free. It's very interesting to listen to my conversations with Jason because through it, I can discover what I need to improve again. On the whole, studying English in this new way made me not just improve my English level (especially speaking), but made me many friends all around the world."*

Jane successfully became an autonomous English learner. You can do this too, if you work the way Jane did.

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8 Case Study 2: Liliana

Liliana found me in a Facebook group I set up called *I Still Can't Speak English*. She got some free sessions with me because she won my competition to find the most frustrated English speaker. Liliana had been trying to learn how to speak English comfortably for over twenty years, using different methods that cost her lots of money. She found me on Facebook and joined my group for people who have almost given up hope of ever speaking English comfortably. She is now in her forties and specifically wanted to improve her spoken English to find a job in Bogota.

There were lots of people in the group trying to get some free help from me. Below is what she wrote about her struggle to improve her spoken English (my comments are in orange).

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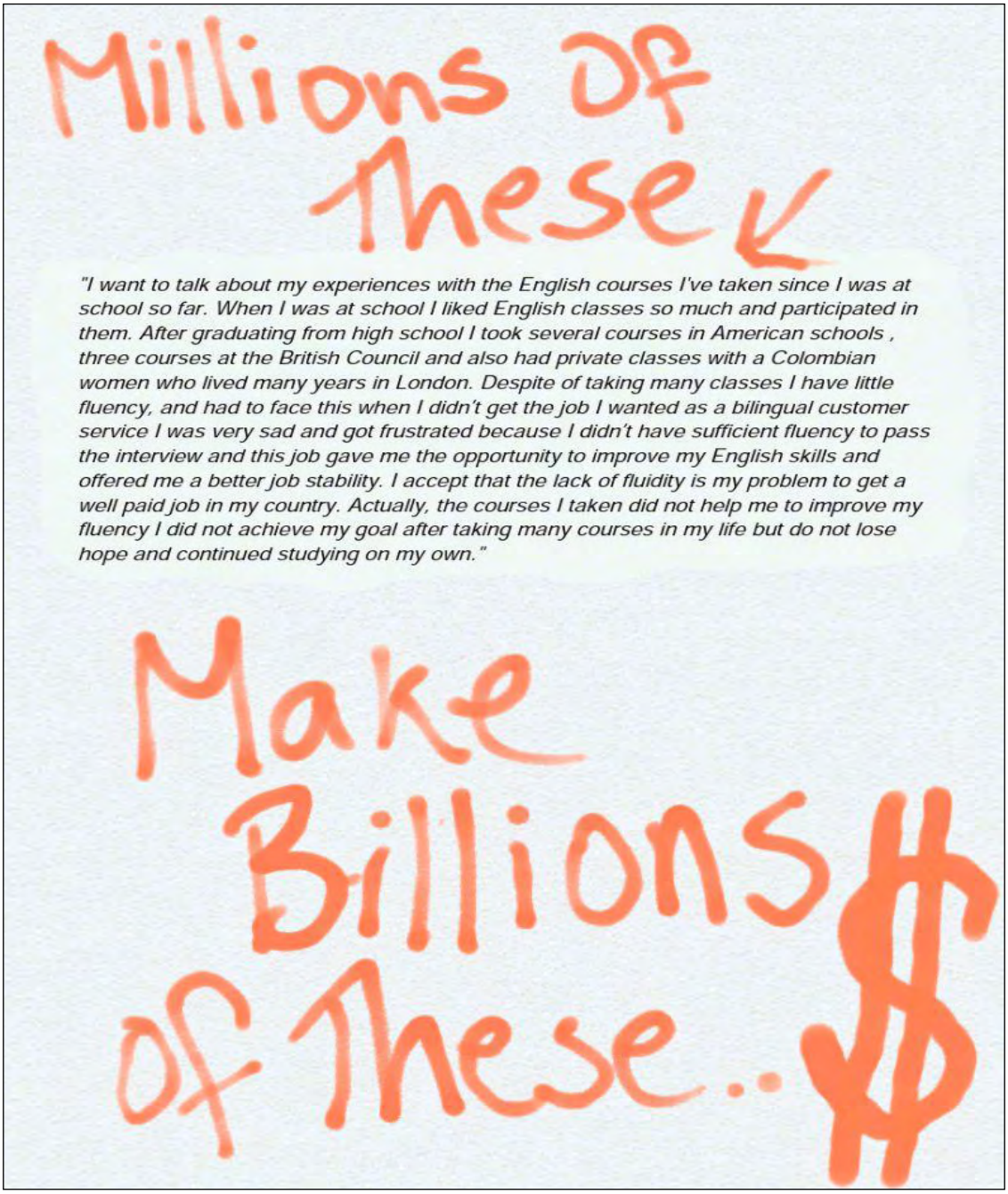
Millions of these
"I want to talk about my experiences with the English courses I've taken since I was at school so far. When I was at school I liked English classes so much and participated in them. After graduating from high school I took several courses in American schools , three courses at the British Council and also had private classes with a Colombian women who lived many years in London. Despite of taking many classes I have little fluency, and had to face this when I didn't get the job I wanted as a bilingual customer service I was very sad and got frustrated because I didn't have sufficient fluency to pass the interview and this job gave me the opportunity to improve my English skills and offered me a better job stability. I accept that the lack of fluidity is my problem to get a well paid job in my country. Actually, the courses I taken did not help me to improve my fluency I did not achieve my goal after taking many courses in my life but do not lose hope and continued studying on my own."
Make Billions of these...$$

Results

In the 'before' clip from our first conversation Liliana struggles a bit and you can hear the nervousness in her voice. The 'after' clip is from her last session with me (session 20), the lesson on dreams and dreaming.

http://languagesoutthere.podomatic.com/entry/2012-05-31T07_19_10-07_00

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In the second clip she controls the conversation and talks with minor input from me for almost three full minutes whilst she tells me a story about one of her previous English teachers and his dream about her.

The aim of working with Liliana was to finally, after over twenty years of English study using other courses, help her to feel comfortable speaking English with a fluent English speaker.
Have a listen and let me know what you think?

Now listen to what Liliana herself thinks about her experience with EOT,

This is the last 10 minutes of our session 18 and I thought it was such a nice discussion and Liliana sounded so happy with her EOT course that I wanted to create a separate shorter clip to post online.

What we talk about here is what is possible if you just do what Liliana did and follow the EOT worksheets, do the speaking practice on Skype and listen to your recordings a few times.

http://languagesoutthere.podomatic.com/entry/2012-05-03T16_03_57-07_00

This was in a Facebook message from Liliana a few months after we finished the course,

"*Jason, you have been the best teacher I've ever had. Without your help I had not been able to improve my fluency!*"

It makes me very proud to have helped Liliana to get over her fear of speaking English after so many years of trying and spending so much money (she even paid for British Council courses, ouch!).

Thanks for working hard Liliana and for being a great example for others who might think that they will never be able to speak English comfortably.

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9 Summary of Case Studies

Jane and Liliana found me online when I offered to help them. They had both studied English for a long time and felt extremely frustrated but their frustration is very common. There are many millions of English learners just like them who will also benefit in the same way, and that includes you.

It wasn't me who made the difference to their English. It was the fact that they used the EOT course materials, prepared before they spoke, followed the process and listened to themselves speaking. I did not teach them in the way that teachers normally try to teach you.

Jane and Liliana's brains adjusted quite naturally because they received the right amount of extremely interesting linguistic data in English at precisely the right level, their current speaking level (and sometimes just a little bit higher). My role could have been filled by any friendly English speaker with some time to spare. The traditional role of the English teacher changes and becomes one of a facilitator or linguistic guide. With a little thought, some practice and a little patience it is fairly easy to do.

If you follow the same process that Jane and Liliana did, your English speaking will improve very quickly.

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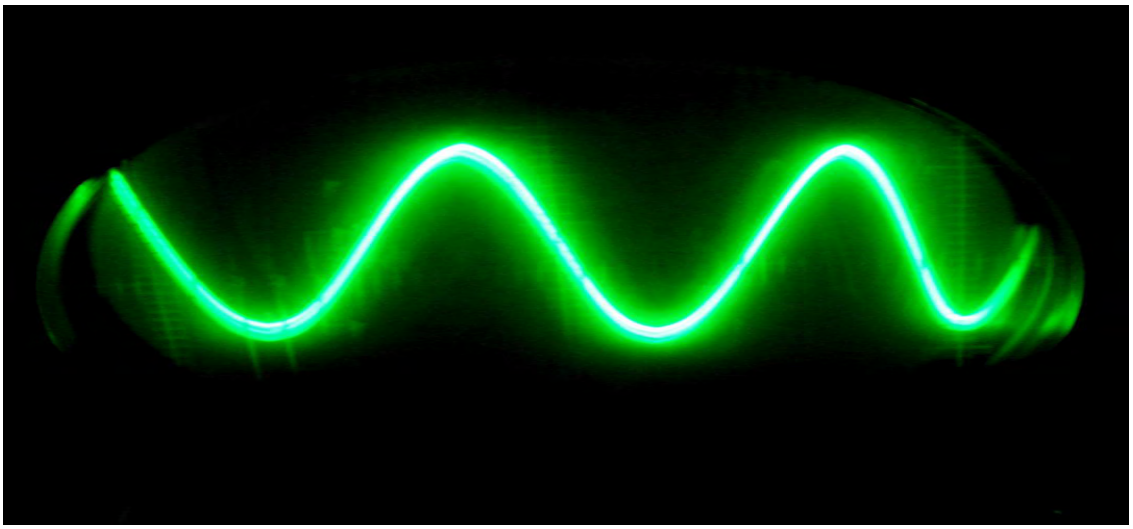
10 What We Think Happens



The idea behind EOT is to make the practice conversation enjoyable and personally memorable to try to improve recall of the language when it is needed again at another time. The practice session can be repeated with numerous different practice partners and not become stale or boring because everyone naturally responds slightly differently.

The repetition of the patterns of successful communication and the negotiation of meaning leading to shared understanding in natural conversation produces a very intense but manageable and personalised social learning experience. This is similar to how we learned our first language but is faster because we have already learned one language fluently, have adult brain power and a few tools (grammar rules and technology) to turbo-charge the process.

I often get calls on Skype from English learners who wish to practise their English with me. I normally don't take unscheduled calls of this nature but from time to time, to create a 'control' to the case studies and to illustrate what happens when someone doesn't prepare properly before they try to speak, I have taken the calls and recorded them. You can listen to a prime example with another Chinese English learner, Amy, on my podcast page here:

http://languagesoutthere.podomatic.com/entry/2011-03-15T04_13_30-07_00

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The preparation is important for a few reasons. Firstly the exercises rehearse the language to be used. Secondly the language studied is at your approximate current speaking level and thirdly it gives you something to talk about, a way into a conversation that is interesting to you and your partner and helps create a conversation.

When you perform a series of successful practice conversations that you had previously thought impossible you experience a noticeable emotional reaction. This reaction is one of excitement even euphoria or rapture (think about Flow Theory[15])

When a series of lessons that produce this reaction to real language use are put together to form a course, it is possible to reduce your level of anxiety before and during speaking, boost your confidence considerably, improve your fluency, improve your accuracy and make the whole experience sociable, memorable and enjoyable.

Brain power
By 2020, wind could provide one-tenth of our planet's electricity needs. Already today, SKF's innovative know-how is crucial to running a large proportion of the world's wind turbines.
Up to 25 % of the generating costs relate to maintenance. These can be reduced dramatically thanks to our systems for on-line condition monitoring and automatic lubrication. We help make it more economical to create cleaner, cheaper energy out of thin air.
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11 How to Plan Your Personalized English Course

To create your own study plans for self-guided speaking practice you need to find some English learning materials. Then organise them to give you just enough information to be able to have a conversation at your current speaking level.

Most language learners know where they are weak, they don't need to be told, especially if they have been learning the language for a few years.

- Choose a few areas of language that you really want to improve and think of the topics that will enable you to use that language. You can use the English Out There course overviews at the end of this ebook to select topics and grammar points at each level.
- Then find some content in a course book or online that requires you to do some reading as well as some written exercises that give you between one and two hours of work with the language.
- Really focus on a specific area you feel you have trouble with. It doesn't matter if it is fairly easy and you don't feel you are learning much from the content. The focus of your attention should be on the speaking task to follow, the performance; that is the important thing.
- Once you have the topic and content you will work with, before you try speaking, go onto YouTube and put the topic and/or language focus into the search box. This should give you some videos to watch that include use of the language you are going to study and then speak.
- Once you have worked for an hour or so, or feel ready to have a conversation about the topic you have chosen, write four or five open questions to ask your speaking practice partners (i.e. questions that require the other person to repeat some of the language in the content you just studied and use full sentences in their reply).

For example, I use Google Docs in Google Drive to collect and curate content from the internet. Just open a new document and click on *Tools* and *Research* and a search box will appear on the right of the screen.

Type in the language area or topic you want to learn and then practice. Let's say *travel advice* and *degrees of obligation and advice – modals* (these are the topic and language focus from EOT TD4 lesson 9, see the end of this ebook for more suggestions).

I just typed in 'travel advice YouTube' to get some videos that contain the language I want to hear and then use myself. To add them to your document just roll your mouse over the words or image and click on *insert link*. You can drag images to your document page too.

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On the next page are some links for this lesson that I just found in Google Drive and added to this document using the research search tool. (Yes, this ebook was created in Google Drive! There are similar apps if you can't access Google services, for example in China there is Baidu's WangPan[16])

Youtube video Gap Year Travel Advice
Youtube video Travel Advice: Check-In

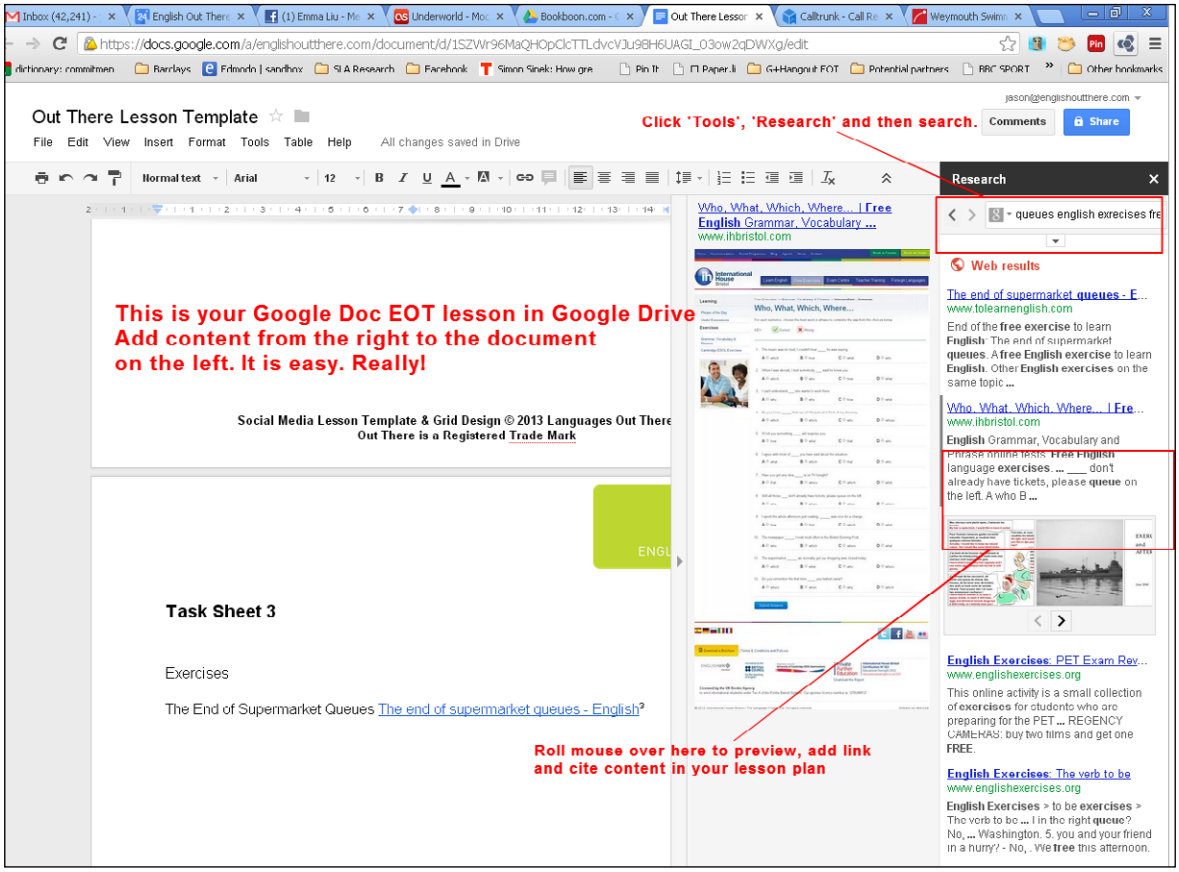
Now for more specific language, search for the language focus and sometimes it is useful to add *esl exercise* or *esl lesson* and the level *beginner*, *intermediate*, etc. (see more about level searches below).

Modal Verbs of Obligation
284 FREE Modal Verbs Worksheets & Exercises
Waldek Case Study – Episode 8 – Modals

This is what my Google Drive screen looks like when I am curating content for lessons in this way. This lesson below is about the language and behaviour of queues and cultural differences.

Click on the ad to read more

Download free eBooks at bookboon.com


Out There Lesson Template
Click 'Tools', 'Research' and then search.
This is your Google Doc EOT lesson in Google Drive
Add content from the right to the document
on the left. It is easy. Really!
Social Media Lesson Template & Grid Design © 2013 Languages Out There
Out There is a Registered Trade Mark
Task Sheet 3
Exercises
The End of Supermarket Queues The end of supermarket queues - English?
Roll mouse over here to preview, add link
and cite content in your lesson plan
Research
Web results

If you want to filter the web content you find, and use by reading level, this is possible in a full Google search. You can choose between *basic*, *intermediate* and *advanced* level results. Google search does all of the work for you.

This is a great thing to do to make the language and exercises fully comprehensible before you try to speak. You want to feel very confident reading and writing the lesson content before trying to use it to speak.

Always search for content just below your normal reading and writing level. By doing this the language in the content you read will be easier to understand and will prepare you better for your speaking task at the end. You can always add more difficult language to the lesson later.

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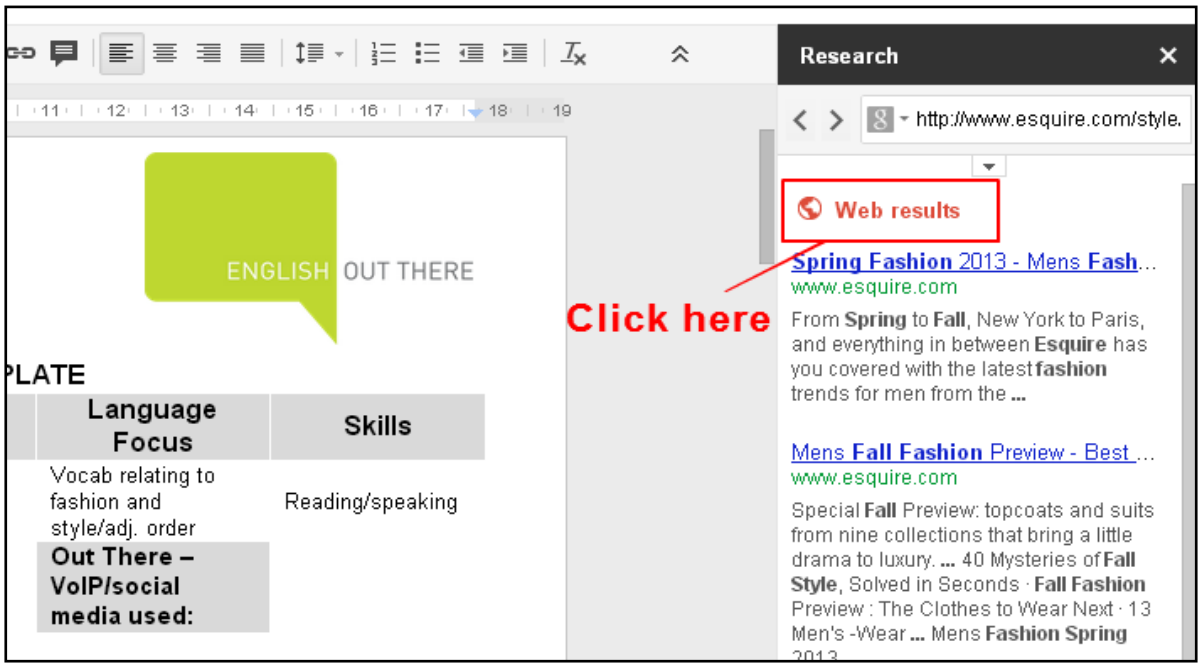
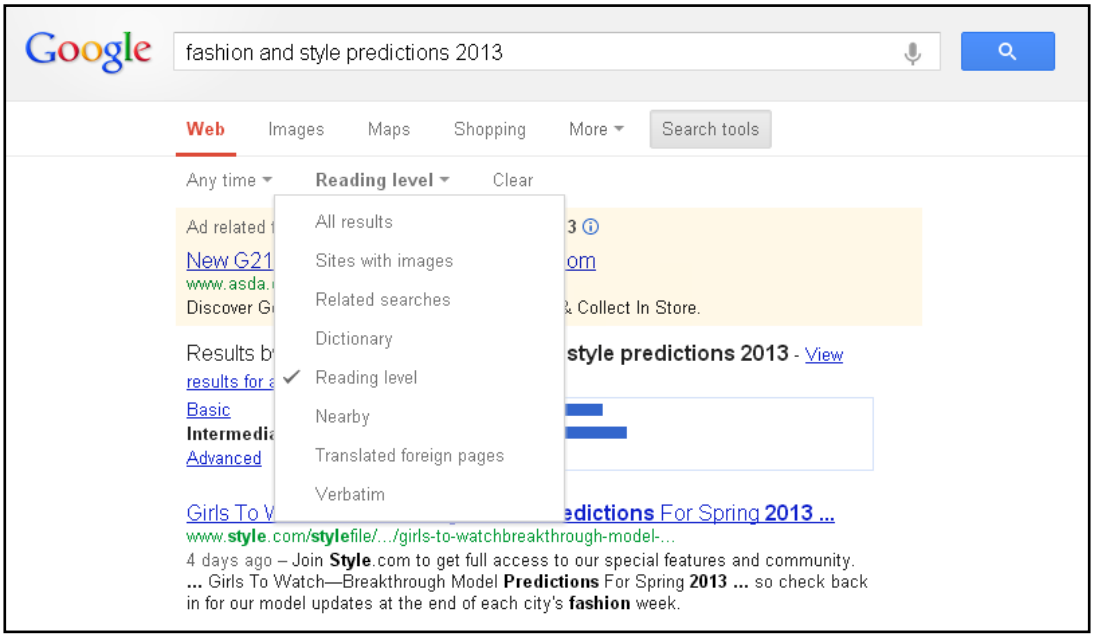
Click on '*web results*'


Research
http://www.esquire.com/style.
Web results
Click here
ENGLISH OUT THERE
PLATE
Language Focus
Skills
Vocab relating to fashion and style/adj. order
Reading/speaking
Out There – VoIP/social media used:
Spring Fashion 2013 - Mens Fash...
www.esquire.com
From Spring to Fall, New York to Paris, and everything in between Esquire has you covered with the latest fashion trends for men from the ...
Mens Fall Fashion Preview - Best ...
www.esquire.com
Special Fall Preview: topcoats and suits from nine collections that bring a little drama to luxury. ... 40 Mysteries of Fall Style, Solved in Seconds · Fall Fashion Preview : The Clothes to Wear Next · 13 Men's -Wear ... Mens Fashion Spring

Click on *search tools*

Click on *reading level*



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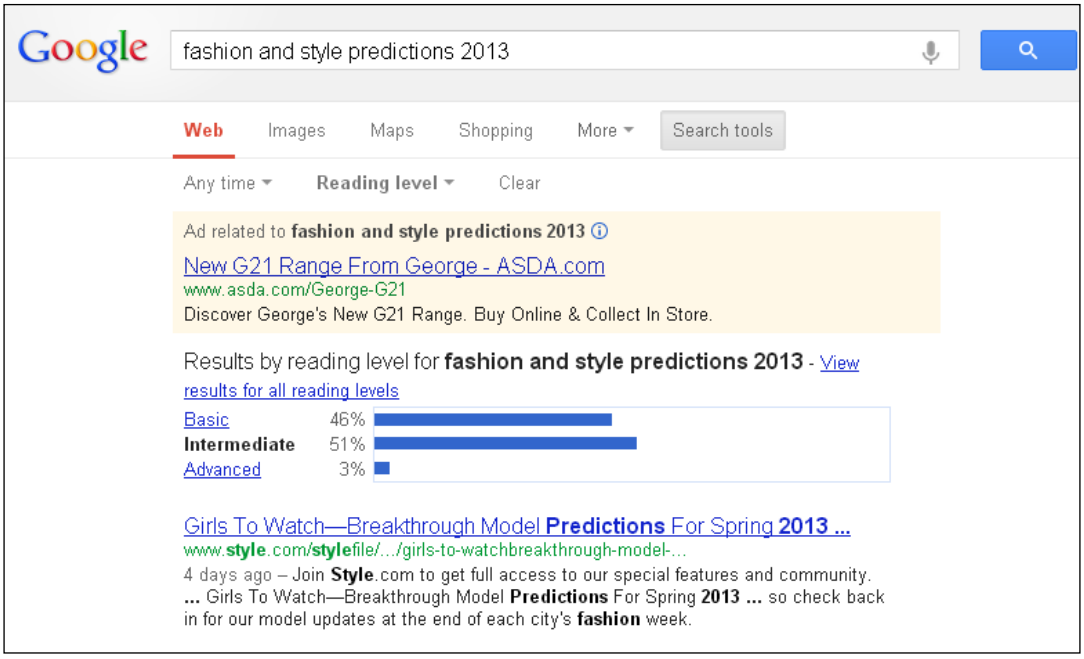
Then click on *basic*, *intermediate* or *advanced* for the level of results you want. You can copy and paste URLs into your lesson.


Google
fashion and style predictions 2013
Web
Images
Maps
Shopping
More
Search tools
Any time
Reading level
Clear
Ad related to fashion and style predictions 2013
New G21 Range From George - ASDA.com
www.asda.com/George-G21
Discover George's New G21 Range. Buy Online & Collect In Store.
Results by reading level for fashion and style predictions 2013 - View results for all reading levels
Basic 46%
Intermediate 51%
Advanced 3%
Girls To Watch—Breakthrough Model Predictions For Spring 2013 ...
www.style.com/stylefile/.../girls-to-watchbreakthrough-model-...
4 days ago – Join Style.com to get full access to our special features and community. ... Girls To Watch—Breakthrough Model Predictions For Spring 2013 ... so check back in for our model updates at the end of each city's fashion week.

LIGS University
based in Hawaii, USA
is currently enrolling in the Interactive Online BBA, MBA, MSc, DBA and PhD programs:
- enroll by October 31st, 2014 and
- save up to 11% on the tuition!
- pay in 10 installments / 2 years
- Interactive Online education
- visit www.ligsuniversity.com to find out more!

Note: LIGS University is not accredited by any nationally recognized accrediting agency listed by the US Secretary of Education.
More info here.

Click on the ad to read more

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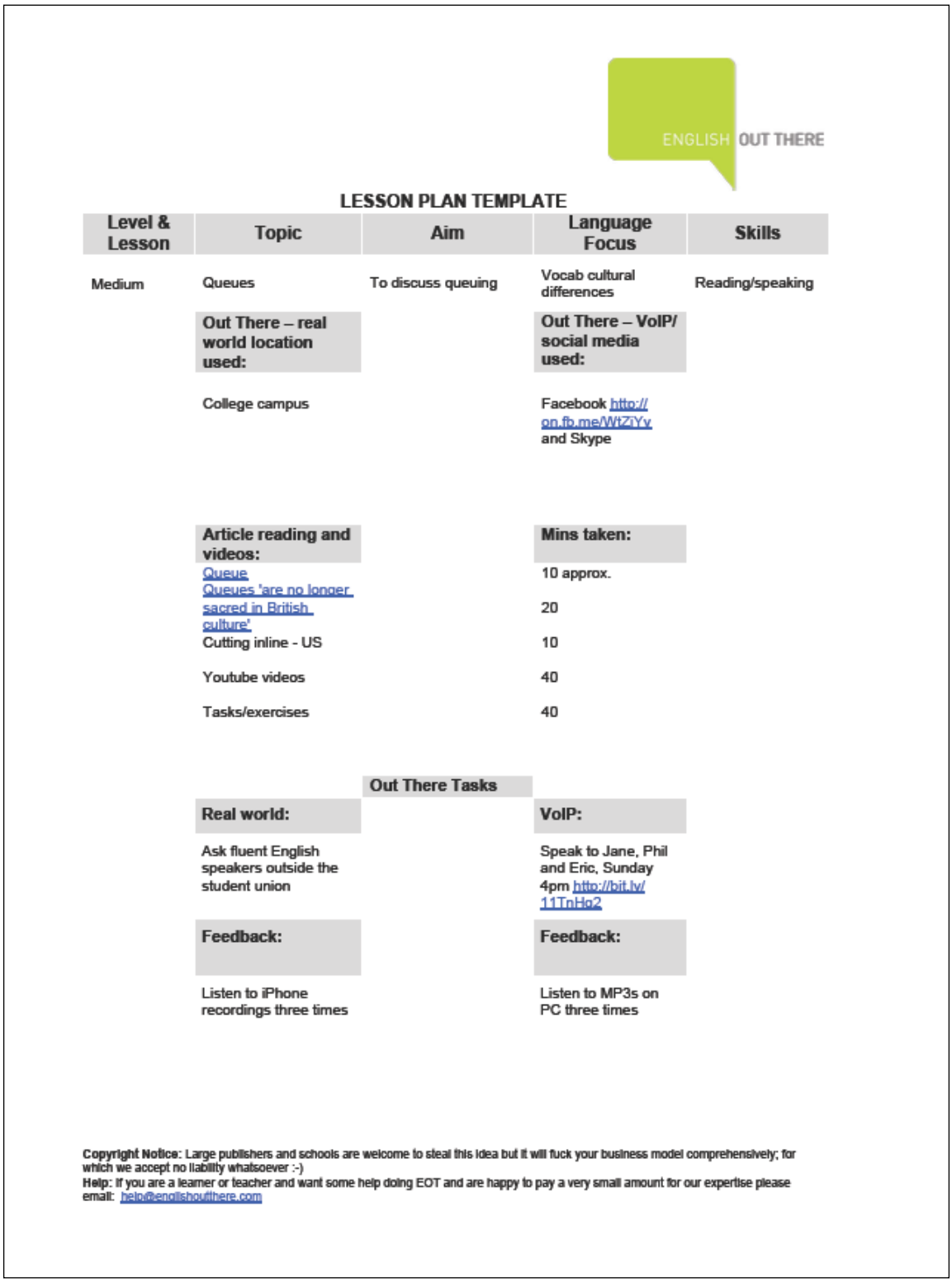
This is what a do-it-yourself English Out There lesson plan looks like.



ENGLISH OUT THERE

LESSON PLAN TEMPLATE

Level & Lesson	Topic	Aim	Language Focus	Skills
Medium	Queues	To discuss queuing	Vocab cultural differences	Reading/speaking
	Out There – real world location used:		**Out There – VoIP/ social media used:**	
	College campus		Facebook http://on.fb.me/WtZiYv and Skype	
	Article reading and videos:		**Mins taken:**	
	Queue		10 approx.	
	Queues 'are no longer sacred in British culture'		20	
	Cutting inline - US		10	
	Youtube videos		40	
	Tasks/exercises		40	
		Out There Tasks		
	Real world:		**VoIP:**	
	Ask fluent English speakers outside the student union		Speak to Jane, Phil and Eric, Sunday 4pm http://bit.ly/11TnHq2	
	Feedback:		**Feedback:**	
	Listen to iPhone recordings three times		Listen to MP3s on PC three times	

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Help: If you are a learner or teacher and want some help doing EOT and are happy to pay a very small amount for our expertise please email: help@englishoutthere.com

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ENGLISH OUT THERE

Task Sheet 1

Queue[1] Wikipedia

[2]

Queues 'are no longer sacred in British culture'[3] Guardian

[4]

[1] "Queue - Wikipedia, the free encyclopedia." 2004. 25 Jan. 2013 <http://en.wikipedia.org/wiki/Queue>

[2] <http://www.itu.dk/~panic/projects/queue.jpg>

[3] "Queues 'are no longer sacred in British culture' | UK ... - The Guardian." 2008. 25 Jan. 2013 <http://www.guardian.co.uk/uk/2003/jan/31/britishidentity.rebeccaallison>

[4] <http://www.fotothing.com/photos/1a1/1a1fccd052d4d0207b1976b0ac49c451.jpg>

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Task Sheet 2

Then find a few videos that are based around the topic.

US = "cutting in line" Cutting (in line) Wikipedia

Video: Queue Jumper gets a talking to![5]

Video queue jumping Busted Kid Apologizes To Plane

[6]

DO YOU GET THE IDEA? You curate (collect) content to make your own personalised lessons based upon your own search and exploration of the language?

Then, when you are ready you do the speaking practice and record it so you can listen again.

EASY :-)

[5] "Queue Jumper gets a talking to! - YouTube." 2008. 24 Jan. 2013 <http://www.youtube.com/watch?v=52f4avsOXvY>

[6] <http://i.ytimg.com/vi/DP2Dp0rRUw4/0.jpg>

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ENGLISH OUT THERE

Task Sheet 3

Exercises

The end of supermarket queues - English

Add more exercises you find by searching, if it is hard to find exercises that exactly fit your topic or grammar you can slightly change the focus and still find useful exercises with useful language to prepare you to speak on the topic. I added 'etiquette' to the search 'queue esl lesson' and got a great lesson plan with exercises that include lots of useful vocabulary:

Beijing Olympics

[7] <http://www.a-chau.net/gallery2/d/99171-2/supermarket_queue.jpg>

[8] <http://nimgs3.s3.amazonaws.com/sports/original/700/2008-7-16-3-36-39-fdee23258cb0418bb73da3dae8494afd-fdee23258cb0418bb73da3dae8494afd-2.jpg>

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Then create some open questions to ask your speaking partners. Open questions require the other person to say something in reply, so more than just a "Yes" or a "No".

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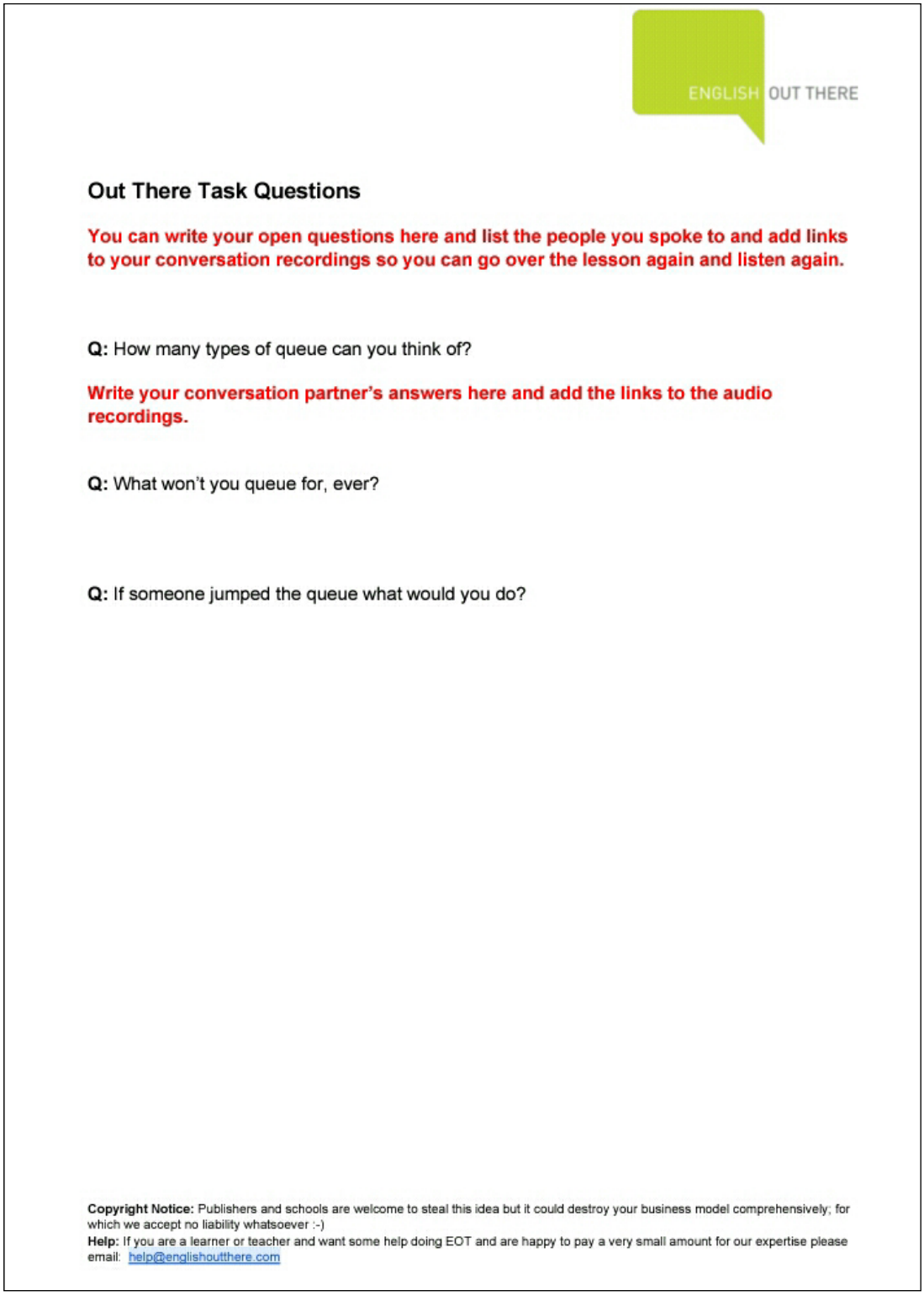

ENGLISH OUT THERE

Out There Task Questions

You can write your open questions here and list the people you spoke to and add links to your conversation recordings so you can go over the lesson again and listen again.

Q: How many types of queue can you think of?

Write your conversation partner's answers here and add the links to the audio recordings.

Q: What won't you queue for, ever?

Q: If someone jumped the queue what would you do?

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Once you are happy with your questions make contact with your practice partners, ask them the questions, have a normal conversation, record it all and then ALWAYS be the first to say "Goodbye". This is crucial, especially when you first start working with someone new.

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You need to build trust and you do that by being focused, keeping the calls short and being interesting and then quickly saying "Thank you, goodbye". What this behaviour tells your new practice partner is,

- You are serious
- You are prepared
- You won't waste their time
- You won't talk forever or try to keep them talking
- You have something interesting to talk about
- You are a considerate human being
- You respect them

After three or four experiences like this they will start to trust you, get to know you, like you and, possibly, want to talk for a bit longer as they explore your world through talking to you.

BUT, you must never try to make calls longer than they need to be (10 to 20 minutes) or make unprepared calls because to a fluent or native speaker it will be obvious and it will annoy them. It is very obvious to the English speaker when you have not done your homework. If you don't prepare before you speak, the experience for you, and just as importantly for them, will not be a good one.

The end result will be that you will lose a golden opportunity to have a long and satisfying social learning friendship with a generous English speaker. Treat your practice partners like you treat your bank manager or your doctor.

If you do treat them with respect, they will look after you and give you months of practice, help and advice for free. What is that worth to you, your family and your future? They are giving you a very valuable gift, treat it with great care.

Create one or two lessons and give them a try with someone you know well, not a new practice partner. If they seem to work and you feel you got some good focused practice then go on and create a series of lessons that work just as well. This is your course.

You can also use the topics and language focus areas in our ready-to-use worksheets. The course overviews are at the end of this ebook with some sample worksheets.

Remember the lessons need to provide you with content and questions that not only help you to practise the language you need to be able to use but also provide some entertainment and stimulation for your friendly English speaking friends.

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You must keep it interesting and fun for them too or you will lose them and they won't pick up your messages and calls in the future! You want to try to build strong, close and long-lasting relationships with your practice partners. They are your new best friends. They will form what online educators call your Personal Learning Network or PLN. Your PLN is a very powerful and life changing tool.

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12 Your Free Technological Tool Kit

So, now you know that the key to success is being able to create a lot of special and successful speaking practice experiences that are at just the right level and that are also very personal to you; and to then listen again a few times.

The technology you need to achieve this has existed online, for free, since about 2003. Skype Beta launched on 29th August 2003. There are now lots of applications like Skype and Skype itself has been integrated with Facebook (which I got very excited about at the time it happened).

These are the technological tools you need to improve your English super fast.

1. Free cloud content curation and organisation service like Google Drive, Padlet.com or WangPan (make sure you can upload from your smartphone and access content on your smartphone)
2. Free online Voice over Internet Protocol (VoIP) application e.g. Skype, MSN, Google Hangouts, QQ etc.
3. Free online social network e.g. Facebook, Google+, Edmodo, YY, Orkut, italki.com (language)
4. Free VoIP recording device e.g. MP3 Skype recorder (voipcallrecording.com)
5. Free podcast/audio file storage e.g. soundcloud.com, podomatic.com

Create free accounts with all of them and then.

1. Make some English speaking friends online
2. Choose topics and specific language you want to be able to speak and create your own learning content.
3. Prepare questions using the content you have collected.
4. Call three or four practice partners, have the same conversation with them and **record them all**.
5. Upload the MP3s to your audio store and then listen again whenever you can (on your PC, phone or MP3 player) or upload the MP3s direct to your cloud content folders next to your lesson content and listen to them again from there.

And that is it. See, you can already do most of that, on a PC, Mac, tablet, or even a smartphone. Can't you?

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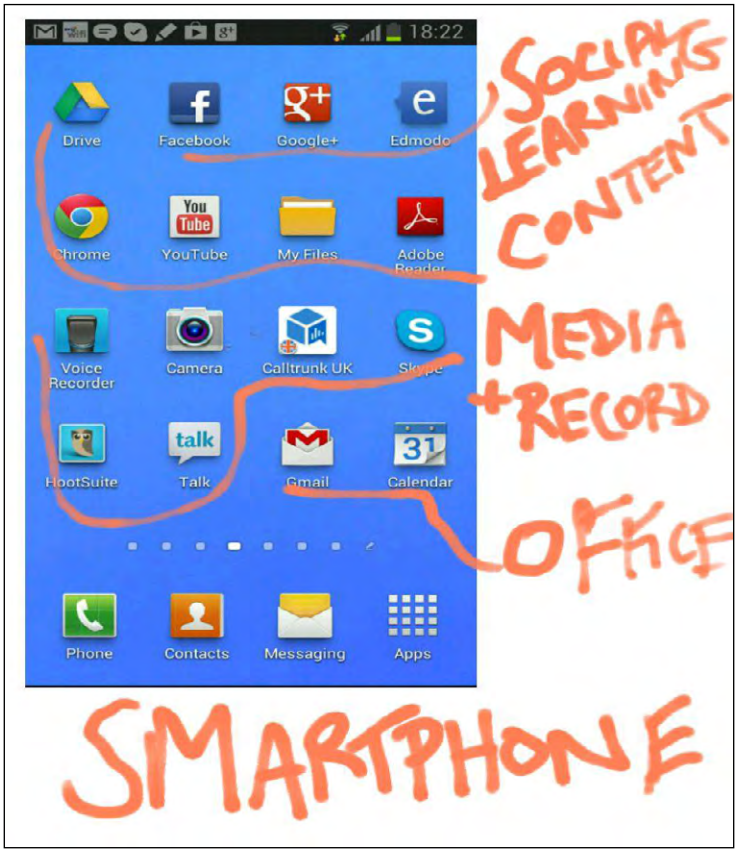

TURN TO THE EXPERTS FOR
SUBSCRIPTION CONSULTANCY

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We innovate new subscription business models or improve existing ones. We do business reviews of existing subscription businesses and we develope acquisition and retention strategies.

Learn more at linkedin.com/company/subscrybe or contact
Managing Director Morten Suhr Hansen at mha@subscrybe.dk

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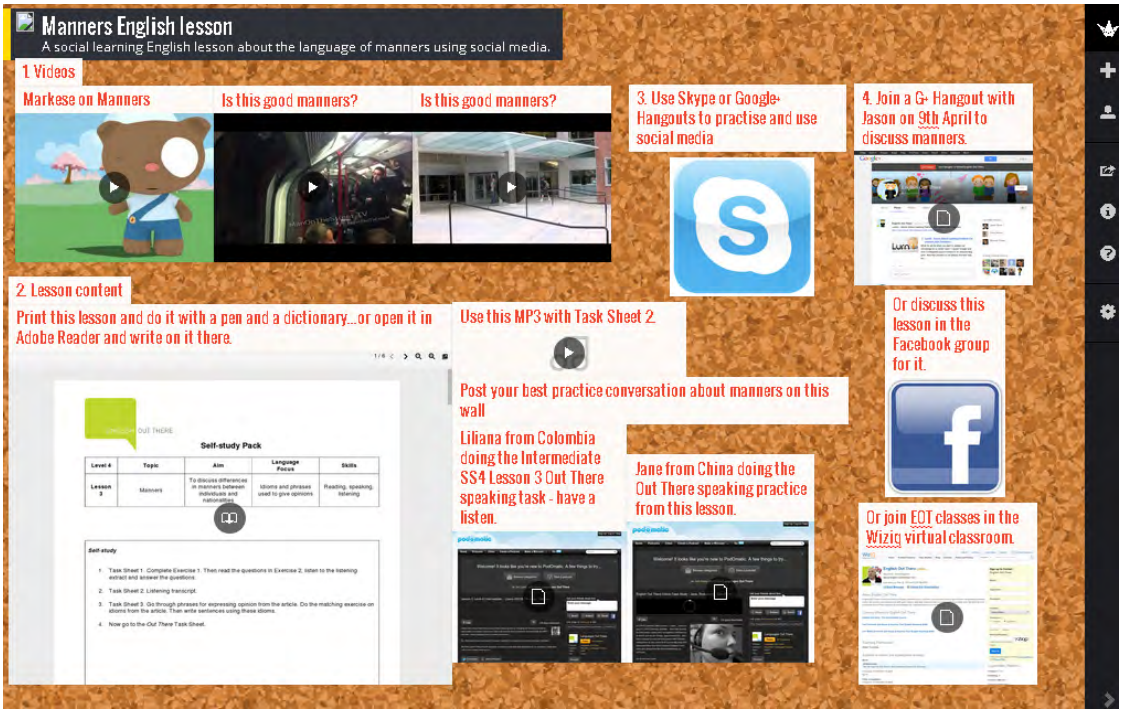
What you might find the most difficult bit is creating ten or twenty (or more) lessons from learning materials you find online. That just takes a bit of work plus getting the level right for your own speaking level; creating useful questions can take time too but it is good for your English.

Lots of people do this with content all of the time, but some people need a bit more help to create the lessons. That is why we created the EOT lesson worksheets. They are simple, tried and tested lessons that work with all online social learning tools to help you to create your own personalized English speaking course. Of course there are new platforms and services coming online all of the time. You can successfully use any of them when you study the EOT way (such as Verbling.com[17] which is new and enables you to randomly meet English speakers instantly for video speaking practice, try it!).

EOT works with all of these platforms and services because it was designed for use by learners having real conversations on the streets of London with complete strangers. Basically, anywhere that two people can talk to each other is good for EOT practice. This means you can do EOT face-to-face or online. Or do a bit of both. You can record face-to-face EOT conversations with your mobile phone voice recorder or video camera.

The tools you need to use are everywhere and you already know how to use them to create personalized content in themed libraries of images, videos and MP3s (such as for work projects or for family albums). Now do the same for your English!

Store your personalized EOT course in a cloud storage application like Google Drive or Padlet.com (see image below) and then work and listen on your smartphone when you have a few minutes to spare.


Manners English lesson
A social learning English lesson about the language of manners using social media.
1 Videos
Markese on Manners
Is this good manners?
Is this good manners?
3. Use Skype or Google+ Hangouts to practise and use social media
4. Join a G+ Hangout with Jason on 9th April to discuss manners.
2 Lesson content
Print this lesson and do it with a pen and a dictionary...or open it in Adobe Reader and write on it there.
Use this MP3 with Task Sheet 2
Post your best practice conversation about manners on this wall
Or discuss this lesson in the Facebook group for it.
Liliana from Colombia doing the Intermediate SS4 Lesson 3 Out There speaking task - have a listen.
Jane from China doing the Out There speaking practice from this lesson.
Or join EOT classes in the Wiziq virtual classroom.

Click to visit http://padlet.com/wall/manners_EOT

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13 Meeting English Speakers & Building Learning Relationships

This wasn't too easy in 2007 when we first published our materials but every day it gets easier as the world gets more and more social. Follow these instructions, they will help you to make the most of the learning materials you collect.

Make contact with some fluent or native speakers via Skype, Facebook or an online language exchange like Busuu.com[18], Italki.com[19], Livemocha.com[20], Mylanguageexchange.com[21], Palabea.com[22] or The Mixxer[23] or through Skype language learning forums[24].

And/or use Google to search for an 'E*nglish speaking partner*', '*volunteer English speaker*', '*language exchange*' or '*language swap*'. There are lots of places to meet friendly English speakers online.

Make initial contact with them by text, video mail or voice mail, this is polite before you call someone; even if you can see they are online. In the message tell them what you want to talk about (i.e. the lesson '*topic*') and say it will only take a few minutes. **DO NOT** just call them. They will not answer you and it will annoy them. With the first few partners set a weekly time to talk and stick to it!

It's also a good idea to make friends with quite a few people around the world in different time zones. If you have eight to ten friendly practice partners you will find that one or more will be online and happy to talk when you want to do some practice. Tell them that you want to practise with them and that it will only take a few minutes each time you call them and that they don't need to do any preparation to have the conversation.

1. Use a good dictionary
2. Make sure you understand the final *Out There* task.
3. Try to relax.
4. Call one of your*Out There* conversation partners and practice the language you have just studied.
5. Record it and listen again, then call other *Out There* conversation partners for further practice.

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Complete the whole task and use your partners to cover all of the language in the lesson but feel free to talk about other subjects with them once you have covered the language in the lesson; and most of all have fun and get to know your partners well. They are there to help you improve your English.

Copy and paste this message into your Skype or Facebook chat box for use when you first contact people you want to practise with.

-------start copy-------

Hi, I hope you don't mind me contacting you this way but I am following a new English course called English Out There (http://englishoutthere.com/about-us/volunteer-with-english-out-there) *which involves me asking fluent and native English speakers like you a few quick conversational questions on interesting topics every now and then.*

When I have done a class and I need to practise the language from it I will only need about ten minutes with you to ask my questions and have a quick chat. Then I will go and speak to someone else or you can ask me some questions in English or my first language (if you are learning it and want some practice). It would also really help me to improve if you allowed me to record us talking because by listening to myself speak I will improve quicker.

"I studied English for 16 years but...
...I finally learned to speak it in just six lessons"
Jane, Chinese architect
ENGLISH OUT THERE
Click to hear me talking before and after my unique course download

Click on the ad to read more

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I hope that sounds ok and that we can get to talk about some interesting topics in the coming months and have some fun.

--------end copy-------

Copy and paste this text into a message to your online practice partners who have agreed to help you.

--------start copy-------

Helping learners to practise their English

Welcome to English Out There. You will be talking to learners who are new to your first language. These instructions will help you to make the most of your conversations with these learners face-to-face, on VoIP and inside virtual classrooms. When talking to a learner remember these important tips:

- *Be patient and speak slowly enough for the learner to understand you. Help the learner to relax.*
- *Listen carefully. Learners have varying pronunciation skills depending on their first language and level. Be forgiving and ask them politely to repeat words and phrases you do not understand or ask them to write the word or phrase in the chat box also. Say 'can you spell it?' or spell what you think they are saying and ask them if that's what they mean. Repeat what they say or what you think they said as this will help them to hear how you pronounce the words.*
- *Encourage them to stick to the topic and vocabulary from the lesson first but don't worry if they ask other questions. Conversations should be as natural as possible. Sometimes as the learner's confidence increases and they become comfortable, they might ask you totally unrelated questions.*
- *Do not stop and correct everything. We want the learner to become more fluent and their confidence to build. Make sure you correct key things. Maybe even ask them at the start 'How much correction would you like?'*
- *If they get stuck and the conversation dries up, ask them if they are okay and then ask them if they wish to continue or go back over something. Help them to relax. Ask them if they wish to talk about something else.*
- *Never feel awkward if there is silence – they might be thinking hard and always give them audible clues that you are listening, such as saying 'uh-huh' or 'yes'. This will give them confidence that you understand what they are saying.*

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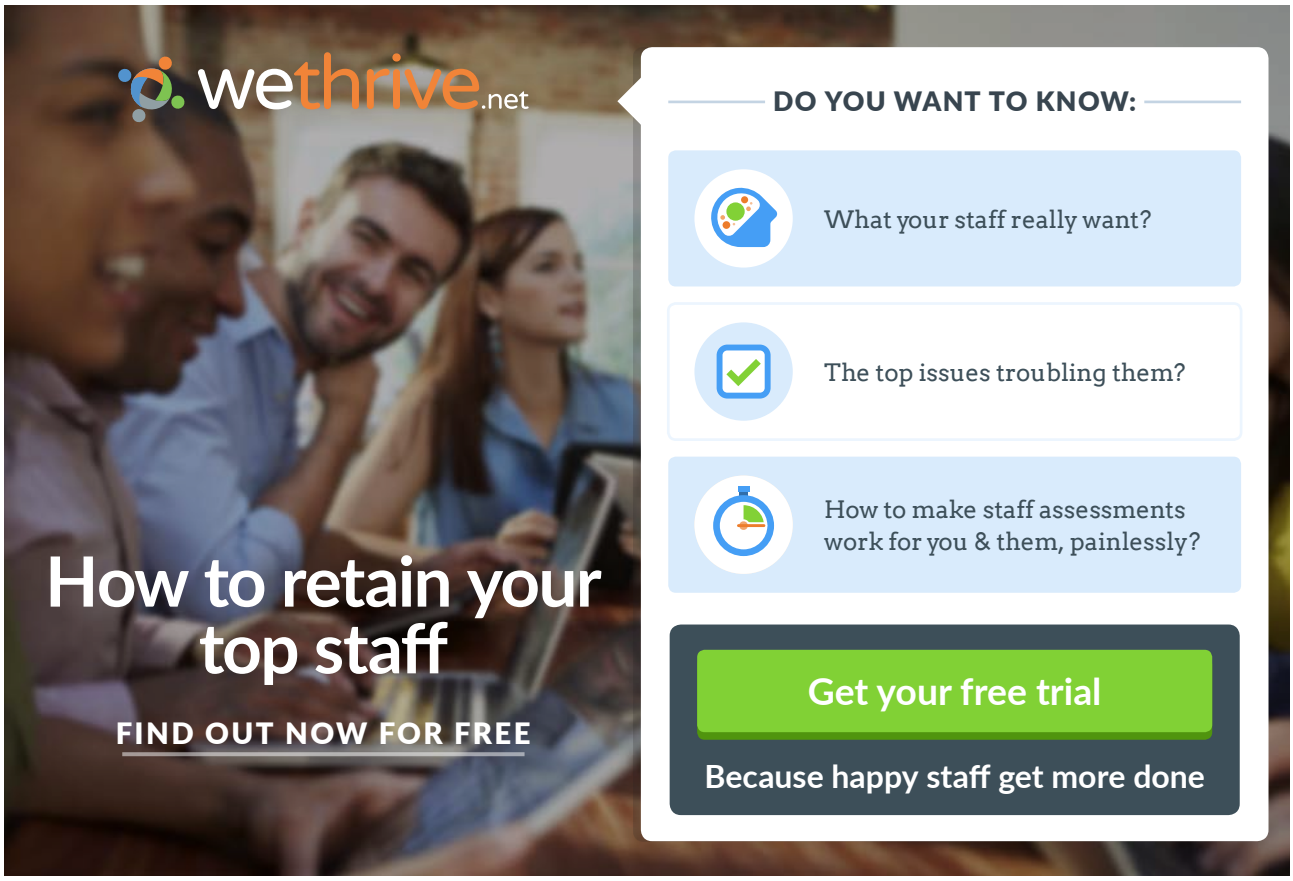
- *Get to know the learner: nurture them, build trust and enjoy the conversation. NEVER tell them something about the language that you are not completely certain about. The learners will respect you more if you are honest and say 'I don't know'. You are not expected to teach them. You are there to facilitate real practice of the target language.*
- *Let them finish the conversation in their own time and always ask them if they felt that they learnt something or found the conversation useful. When they answer 'yes' it will make you feel good too!*
- *Please let them record the sessions, it will be a huge help to their learning process if they can listen to the conversation again as many times as they want. They might also send it to their teacher for comment.*

If you want to better understand how you, as a fluent or native English speaker, can help people around the world to benefit from improving their English DOWNLOAD *this amazing free ebook and send it to your friends:*

The world is your language learning community, do not abuse it. Have fun!

-------end copy-------


wethrive.net
How to retain your top staff
FIND OUT NOW FOR FREE
DO YOU WANT TO KNOW:
What your staff really want?
The top issues troubling them?
How to make staff assessments work for you & them, painlessly?
Get your free trial
Because happy staff get more done
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14 Getting Going

By now I hope you have listened to the audio before and after clips of Jane and Liliana and had a think about the process of EOT and how you can use it to help yourself.

Remember. To create your own study plans for self-guided speaking practice you need to collect some materials by searching online and then organise them using any online cloud document creation system (Google Drive, Office Apps, or Wang Pan) to give you just enough *Input* to be able to have a conversation at the right level for you.

Make sure. To try out your first few lessons with someone you know so that you can judge their effectiveness at using the target language and developing a good learning conversation. It will be a bit of work but it will be very good for your language development as large amounts of reading and listening with content that you mostly understand is the best way to acquire a language and the best way to prepare you to start speaking with confidence.

Use. This table to plan and organise your content to create your EOT lessons:

Stage	***Aims***	***Tools***
Language Input	Set the task and aims of the lesson Introduce the language and vocabulary necessary to complete the task	Create online cloud folders (e.g. a cloud store like Google Drive) for your lesson content documents and write a simple plan for each lesson.
Out There Activity	Provide yourself with exposure to the target language (Input) and the opportunity to practise the target language with native speakers (your PLN)	Face-to-face or online using Skype, Google Hangouts or another voice application and record it
Result	Demonstrate to yourself that learning has taken place through the completion of the task. Listen to your recordings again two or three times.	Post audio recordings of your online speaking practice sessions into the relevant cloud folders that contain your lesson content. Listen to yourself three or four times

However, if this all sounds like a lot of work and you want to make it as easy as possible for yourself to do some EOT you can just buy some inexpensive tried and tested lesson worksheets. The worksheets will guide you at the right level and give you interesting and useful things to talk about, new vocabulary and a proper course structure.

To do what Liliana did (i.e. do a whole course level) just decide what your current speaking level is (you know better than any tester, really!) and buy one self-study level (SS) HERE, download it and use this ebook manual with it.

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To do what Jane did (i.e. start very low and jump up levels quickly) just buy the complete (all six levels) of self-study courses HERE. If your first language is Chinese, Japanese, Korean, Russian or Spanish choose the complete set for that language and the beginner and elementary levels will have instructions in both English and your first language so that you know exactly what to do.

And if you would rather start your EOT experience with some friendly support and guidance from another person (i.e. an experienced EOT teacher), which is fine, because some people like a little help to get going, you can pay for really affordable and expert lessons called TEACHER supported EOT lessons. To email me send to help@englishoutthere.com.

Once you have created your own EOT lessons you will have a great highly personalized course that you can access from anywhere on any device and will never have to buy another expensive English course again. Oh, and it will actually work this time too. As you use your lessons and improve you will naturally increase the level of the new lessons you create at your own learning speed.

You now have all the information you need to speak English comfortably. That's all there is to it! After all of those years of trying and failing Jane and Liliana became comfortable speakers of English by just doing things differently. Jane and Liliana are typical of millions and millions of English learners. And that means you can do it too, finally.

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15 Sample Lessons

Self-study Pack

Level 2	Topic	Aim	Language Focus	Skills
Lesson 10	Making plans	To talk about making plans	Going to	Listening, reading, speaking

Self-study

1. Think about the things you plan to do today and at the weekend. Can you talk about them in English?
2. Look at Task Sheet 1. You are going to learn to use 'going to' to talk about future plans.
3. Look at Task Sheet 2. You are going to practise talking about future plans.
4. Now go to the *Out There* task.

Out There

Talk about your future plans with your *Out There* conversation partner.

Ask your *Out There* conversation partner about their future plans

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ENGLISH OUT THERE

Task Sheet 1

Exercise 1

Making plans

Match the verbs below to the pictures:

go for a meal	**listen to music**	**play a computer game**	**go on a plane**	**go skiing**
go to the cinema	**read a book**	**get married**	**go shopping**	**send a text**

a.	f.
b.	g.
c.	h.
d.	i.
e.	j.

Check your answers in the Answer Key.

Exercise 2

Grammar note
We use 'be going to + verb' to talk about plans we have made e.g. *I am going to go to the cinema tonight. Would you like to come?*

Look at the pictures in Exercise 1 again. Which things are you going to do today? Write sentences.
Example: I am going to read a book.

1 _____

2 _____

3 _____

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SS2.10 p1

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Task Sheet 1 (continued)

Exercise 3

Carlos is a student who has moved to South Africa. He has sent a letter to his friend Luis explaining what he is planning to do to improve his English while he is away. Listen to his friend reading the letter and make a list of the things Carlos plans to do.

Example: He's going to visit the local university.

1 _____

2 _____

3 _____

4 _____

5 _____

Now read the letter in the Answer Key to check your answers.

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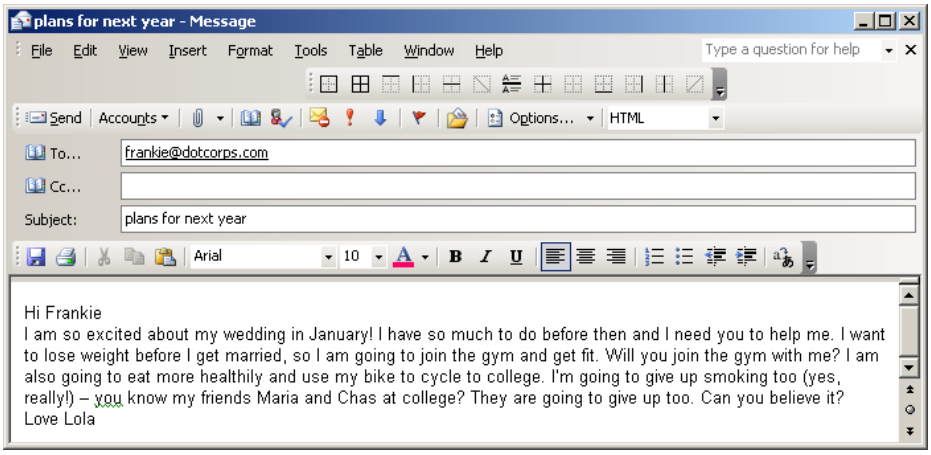
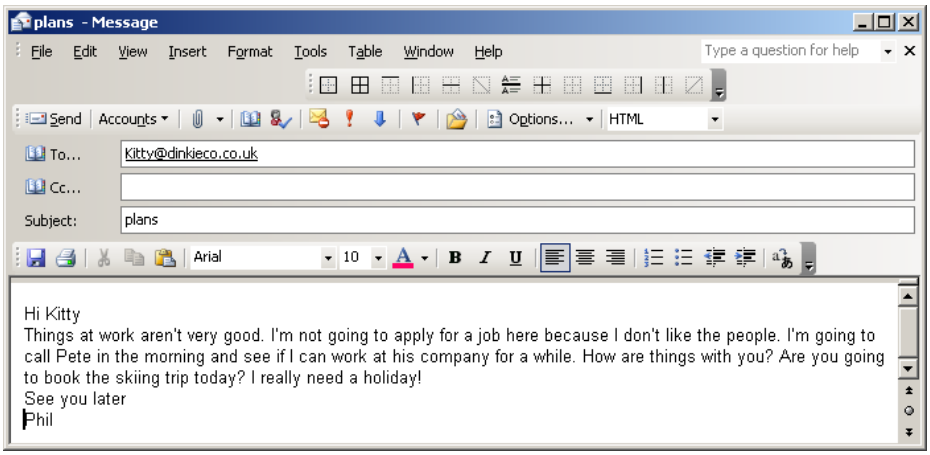
Task Sheet 2

Exercise 4

Talking about your plans for the future.

Read the emails about future plans and mark the statements True [T] or False [F]:


plans for next year - Message
File Edit View Insert Format Tools Table Window Help
Type a question for help
Send Accounts Options... HTML
To... frankie@dotcorps.com
Cc...
Subject: plans for next year
Arial 10
Hi Frankie
I am so excited about my wedding in January! I have so much to do before then and I need you to help me. I want to lose weight before I get married, so I am going to join the gym and get fit. Will you join the gym with me? I am also going to eat more healthily and use my bike to cycle to college. I'm going to give up smoking too (yes, really!) – you know my friends Maria and Chas at college? They are going to give up too. Can you believe it?
Love Lola


plans - Message
File Edit View Insert Format Tools Table Window Help
Type a question for help
Send Accounts Options... HTML
To... Kitty@dinkieco.co.uk
Cc...
Subject: plans
Arial 10
Hi Kitty
Things at work aren't very good. I'm not going to apply for a job here because I don't like the people. I'm going to call Pete in the morning and see if I can work at his company for a while. How are things with you? Are you going to book the skiing trip today? I really need a holiday!
See you later
Phil

1. Frankie is going to get married.
2. Lola wants to get fit.
3. Maria and Chas smoke.
4. Lola is going to give up smoking.
5. Lola works at a cycle shop.
6. Phil enjoys his job.
7. Phil would like a different job.
8. Pete is skiing.
9. Phil wants Kitty to book a holiday.
10. Phil doesn't get along with Pete.

Check your answers in the Answer Key.

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SS2.10 p3

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Task Sheet 2 (continued)

Exercise 5

Complete the sentences with the correct form of the verbs in the box:

lose weight	**have a baby**	**move house**	**give up smoking**
improve your English	**go**	**go to the cinema**	**have my hair cut**

1. We're *going to go to the cinema* this evening to watch the new James Bond film.
2. My sister _____! I can't wait to be an uncle.
3. I'm _____ this summer. I don't fit into my bikini.
4. Where _____ for your next holiday?
5. How _____ this summer? Are you going to spend some time in an English-speaking country?
6. He's _____ in the autumn. He has a new job and it is too far to travel from here.
7. I'm _____ at 3.00pm. It's too long.
8. John is _____ because it's expensive and unhealthy.

Listen and check your answers.

What plans do you have for the future? Write notes. Can you explain your reasons for the plans?

You are going to talk about your future plans with your *Out There* conversation partners.

Think about these questions:

1. What are you going to do today?
2. What are you going to do this weekend?
3. What are you going to do before the end of this year?

Think about these topics:

Work, study, enjoying yourself, holidays, travel, your appearance, money, your family, your health

Well done, you have now finished the preparation for the speaking practice task.

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Task Sheet 3

***Out There* Task**

You are going to talk about your future plans with your *Out There* conversation partner. Think about the plans you have for today and plans you have for the future in general. Also think about the reasons why you have these plans.

Before you call your *Out There* conversation partner:

1. Read the task carefully.
2. Do you understand it? If you do not, read it again.
3. Are you ready to call your partner(s)?
4. Call and introduce yourself: 'Hi, my name is [insert your name here], I'm learning English, can I talk to you about future plans?'
5. Say 'thank you' and begin the task.
6. Remember to write your partners' answers down and ask them to use the chat box to spell words and phrases you don't understand.

Think about these questions:

What are you going to do today?
What are you going to do this weekend?
What are you going to do before the end of this year?

Think about these topics:

work, study, enjoying yourself, holidays, travel, your appearance, money, your family

Ready?

Tell your conversation partner about your future plans.

Ask your *Out There* conversation partner to tell you about any plans they have for the future. Use the questions and topics in Exercise 5 to help you.

Ask your partner to explain any words you don't understand.

Are your plans similar?

New words and expressions:

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Answer Key

1. a) get married; b) go to the cinema; c) read a book; d) listen to music; e) go for a meal; f) go skiing; g) go on a plane; h) send a text; I) play a computer game; j) go shopping

3.

Dear Luis,

How are you? How are the lessons going? I arrived in Cape Town a couple of weeks ago and it's fantastic. It's such a beautiful city! I'm living in a small flat near the harbour. From the balcony I have a view of the sea and from the kitchen window I can see Table Mountain.

You know that I came here to continue my English studies. I haven't started any courses yet but tomorrow I'm going to visit the local university to see if it offers any part-time English courses. I'm also going to try to get a part–time job in a café or restaurant because then I can speak English a lot more. I'm going to listen to the radio a lot because I still find listening to English quite difficult.

I'm going to read too. I'm going to read a newspaper every day and I'm also going to buy some novels and read them in English. Do you know any good English novels? I'm also going to write a weblog in English – that's a good way to practise my written English. I hope you're going to read it on the internet!

Hope to hear from you soon,
Carlos

4. 1. F; 2. T; 3. T; 4. T; 5. F; 6. F; 7. T; 8. F; 9. T; 10. F

5. 1. We're going to go to the cinema this evening to watch the new James Bond film.
   2. My sister is going to have a baby! I can't wait to be an uncle.
   3. I'm going to lose weight this summer. I don't fit into my bikini.
   4. Where are you going to go for your next holiday?
   5. How are you going to improve your English this summer? Are you going to spend some time in an English-speaking country?
   6. He's going to move house in the autumn. He has a new job and it is too far to travel from here.
   7. I'm going to have my hair cut at 3.00pm. It's too long.
   8. John is going to give up smoking because it's expensive and unhealthy.

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Self-study Pack

Level 5	Topic	Aim	Language Focus	Skills
Lesson 19	Men and women at home	To enable the students to discuss the roles of men and women at home	*Make and do*	Reading, speaking, listening

Self-study

1. Task Sheet 1. Read the sentences about men and women in the house, and decide if they are true or false. Then read the text to find the answers. Check the answers in the key.
2. Task Sheet 2. Look for the vocabulary on Task Sheet 2, and match the word with its definition. Complete the sentences with the words from the table. Check your answers in the key.
3. Task Sheet 3. Complete the story using the correct form of "make" or "do". Decide which of the nouns in the list go with "make" and which with "do". Check your answers in the key.
4. Task Sheet 4. Preparation for the *Out There* conversation. Read the three jokes. Do you think they are funny? Read the statements about men and women. Which ones do you agree with? If you disagree, think why.

Out There

Prepare to tell your *Out There* conversation partner what you think, and prepare questions to ask them about their opinions and experience of the roles of men and women in the home.

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Task Sheet 1

Housework (after money) is the most common cause of argument between married couples. Do you think these sentences are true or false?

1. The more money a woman earns, the less work she does in the house.
2. On average women do about twice as much housework as men.
3. Men help a lot more in the house when their partners have full-time jobs, too.
4. If people have modern household machines, they work less in the house.
5. Women who left school earlier don't do as much housework as women who have been to university.
6. Young women don't do as much housework as older women.
7. Men prefer to do the less usual jobs in the house.
8. Some people think housework can be enjoyable.
9. Women care less about the appearance of their houses than men.
10. Richer women often pay cleaners to do the housework.

Now read the text and see if your predictions were correct.

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Task Sheet 1 (continued)

Men still leave the housework to women

Jeevan Vasagar
Friday July 6, 2001
The Guardian

Men pay lip service to equal rights in the home while letting women do three-quarters of the household chores, new research suggests. However, women who are career high-flyers do substantially less than women in lower-paid work, the study shows. Every £10,000 increase in a woman's annual income reduces the time she spends on chores every week by nearly two hours.

An Oxford University researcher, Man-yee Kan, discovered that women still did the bulk of the housework – on average more than 18 hours a week, compared with about six hours for the average man. The survey, of 2,000 couples, did not count childcare as housework, but looked at the division of labour in unpaid household work such as cooking, cleaning and grocery shopping. Ms Kan found that men were not much more inclined to pitch in around the home if their partners worked long hours.

The factors which did make a difference were the woman's earning power, how educated she was, and how young. This was because a higher income gave a woman more bargaining power in the family, according to Ms Kan. Being able to buy more household goods did not make a difference, she said. "Most of the studies since the introduction of new technology have found that machines don't help to reduce workload. If you raise efficiency, you raise people's expectations. If you have a washing machine, you wash more often rather than once a week."

However, educated women tended to do less housework than women who had left school at 16, the study showed. Working women with degrees spent about two hours less on chores than working women in households where both partners had only O levels or CSEs. Ms Kan suggested this was because better-educated women had a more egalitarian approach to how much of the housework their men ought to do. The same applied to younger couples.

Ms Kan, who presents her study at a conference at the Institute for Social and Economic Research, University of Essex, today, said: "Men are taking a much more egalitarian attitude, but it seems that women are still doing the lion's share of the housework. "The attitude has changed, but now we need to say to men – if you think this way, then go and do it."

Ms Kan said previous studies had showed that women tended to do the routine jobs around the house, such as ironing, while men opted for the non-routine work.

The writer Fay Weldon, in whose household the division of labour includes her husband taking out the rubbish while she cleans up the cat sick, said that such studies missed the fact that housework could be fun. "More women like doing housework than men. It's a nesting instinct. Some women don't and don't do any, but more men don't care what the house looks like. Women who are better off just employ other women to do the housework – the rich have to find the energy to earn more money. The idea is that housework is a terrible burden, but it is just something you do to make your house look nice."

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Task Sheet 2

Vocabulary
Find these words or phrases in the text on Task Sheet 1, and match them to their meaning.

1. to pay lip service to something	a. to make someone think that things will be better in the future
2. a chore	b. a natural feeling that you want to create a nice home
3. a high-flyer	c. the amount of work you have to do
4. the bulk of something	d. supporting equality
5. to pitch in	e. a boring, unenjoyable job or task, often in the house
6. your workload	f. a heavy responsibility
7. to raise someone's expectations	g. a person who is ambitious and is likely to succeed (often in business or politics)
8. egalitarian	h. to support something in words, but not in actions
9. a nesting instinct	i. to start or join with other people, usually on a communal project
10. a burden	j. the majority or bigger part of something

Use the words or phrases to complete the following sentences

1. We don't live in an _____ world. Rich countries get richer and poor countries get poorer.
2. When I got my new flat, I felt a real _____ , and every time I went into town I bought something new for it – cushions, pictures, a mirror . . . .
3. He's _____ – I bet he'll be on the board of the company within two years.
4. The old man was worried about becoming _____ to his family, so he decided to go to live in an old people's home, instead of with his daughter.
5. John _____ feminism, but his wife does all the housework.
6. I want to finish _____ my work today, so that I can take a half-day holiday tomorrow.
7. I didn't think I'd ever finish painting the living room, but then a couple of friends _____, and we got it done by dinnertime.
8. The children don't get any pocket money unless they help with the _____ like washing up and putting out the rubbish.
9. Since the hospital reduced the number of nurses, everyone's _____ has increased.
10. Salaries have gone up over the last 20 years, but we have all _____ and we expect a better lifestyle than we used to have.

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SS5.19 p3

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Task Sheet 3

***Do* or *make*?**

Put the verbs into the following text, in the correct tense or form.

The new house-husband

Tom had worked in the customer relations office of a department store for 20 years, and he was fed up with listening to customers 1) _____ complaints and asking for their money back. So one day he 2) _____ a decision. He went home and he said to his wife Dorothy "I 3) _____ my best to look after you and the family for all these years. Now it's your turn to go and 4) _____ some money. I want to stay at home and be a house-husband".

Dorothy was quite pleased, because she was tired of 5) _____ all the cooking and cleaning, and she was a trained teacher so she could go back to her career. Tom never 6) _____ anything in the house, so she thought it 7) _____ him good to try.

The following month, Dorothy went back to work. Tom got up early and 8) _____ a list of all the things he had to 9) _____ . First of all he went to the supermarket and 10) _____ the shopping, but he didn't know what to get for dinner, so he 11) _____ a call to Dorothy to ask her. Luckily it was during her coffee break. Then he went home. He felt he 12) _____ enough for the morning, so he sat down to 13) _____ the crossword in the newspaper, and dropped off. He woke up at 2 o'clock in the afternoon. He was hungry, and he 14) _____ himself a cheese sandwich. He realised that his wife would soon be home, and he still had to 15) _____ the housework and 16)_____ dinner. He worked hard for two hours, and as his wife walked into the house, he was just setting the table for the meal.

"17) _____ the washing?" Dorothy asked.

"Yes," said Tom. "And I 18)_____ the beds and I 19)_____ the ironing and I 20)_____ a beef pie for dinner."

"You're a wonderful house-husband," said Dorothy. "And I had a great day at school!"

Which of these nouns go with "make" and which with "do"?

a noise	the washing	a complaint	a crossword
housework	the beds	the shopping	a plan
the chores	a mistake	a deal	a suggestion
an offer	a mess	an exercise	a comment
a cake	the ironing	a meal	the cooking
money	a living	your best	a person good
a list	a phone call	business	an appointment

Check your answers in the key.

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Task Sheet 4

Three English jokes

Do you think they are funny or do you think they are sexist?

1. What is a man's idea of doing housework?
   Lifting his leg so you can vacuum.

2. Little Johnny's pre-school class went on a field trip to the fire station. The fire fighter giving the presentation held up a smoke detector and asked the class: "Does anyone know what this is?" Johnny's hand shot up and the fire fighter called on him. Johnny replied: "That's how Mummy knows supper is ready!"

3. How do many men define marriage?
   A very expensive way to get your laundry done for free.

Well done! You have now finished the preparation for the speaking practice task.

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Task Sheet 5

***Out There* Task**

Talk to your *Out There* conversation partners about the roles of man and women in the home.

Before you call your *Out There* conversation partners:

1. Read the task again.
2. Do you understand it? If you do not, read it again.
3. Are you ready to call your partners?
4. Call and introduce yourself:
   "Hi, my name is (insert your name here). I'm learning English. Can I ask you some questions about the roles of men and women?"
5. Say 'thank you' . . . and begin the task.
6. Remember to write your partners' answers down and ask them to use the chat box to spell words and phrases you don't understand.

Ready?

What is your opinion about the following sentences?

1. Men are much better than women at practical jobs around the house.
2. Women are natural homemakers, but women don't care so much about their surroundings.
3. Women usually do the cooking, but in fact men are usually better at it. All the famous chefs are men.
4. Women are better at managing money than men.
5. Most men don't spend enough time with their children.
6. Women tend to watch more TV than men. Men spend more time on the internet.
7. The man should be the main breadwinner in the family. (breadwinner = the person who brings money into the house)
8. The woman should be the one who is responsible for keeping the house clean and tidy.
9. Both sons and daughters should be encouraged to learn how to cook, iron, clean the house, and so on.

What is the situation in your household and in general in your country? Has it changed over the last 20 years? Do you think it needs to change?

You are going to have a conversation with your partner about the roles of men and women, particularly in the home. Make questions to find out how things work in their household, and what their attitude is in general. You can use some of the statements above as starting points to find out their opinions.

If you like any of the jokes – or if you have jokes on the topic in your language – you could prepare to tell one to your conversation partner.

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Answer Key

Task Sheet 1
1) T 2) F (three times as much) 3) F (they're not much more inclined to pitch in) 4) F (they just expect the house to be cleaner) 5) F (they do 2 hours more) 6) T 7) T 8) T 9) F (more men don't care what the house looks like) 10) T

Task Sheet 2
1h 2e 3g 4j 5i 6c 7a 8d 9b 10f
1) egalitarian 2) nesting instinct 3) a high-flyer 4) a burden 5) pays lip service to 6) the bulk of 7) pitched in 8) chores 9) workload 10) raised our expectations

Task Sheet 3
1) making 2) made 3) 've done 4) make 5) doing 6) did 7) would do 8) made 9) do 10) did 11) made 12) had done 13) do 14) made 15) do 16) make 17) have you done 18) 've made (made is also possible) 19) 've done (or did) 20) 've made

make	do
a noise	the washing
a deal	the shopping housework
a complaint	the chores
a plan	an exercise
the beds	the ironing
a mistake	your best
a meal	business
a suggestion	the cooking
an offer	a person good
a mess	a crossword
a comment	
money	
a living	
a list	
a phone call	
an appointment	
a cake	

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16 Course Planners

Beginner SS1 (CEF A1) 4-week stand alone course / 20 modular lessons

	Aim - topic	Language focus	Notes
1	Introductions	Pronouns, introductions & greetings	
2	Numbers & letters	Alphabet & numbers	
3	Telephoning	Telephone vocabulary, *can* for requests	
4	Taking a taxi	Vocabulary for taxis, airports & money	
5	Food Drink	Food & drink lexis, requests	
6	Places in town & directions	Town vocabulary, prepositions of place, polite requests	
7	Skills, abilities & requests	*Can* & *could* for ability & requests	
8	Life story	Past tense of regular and irregular verbs	
9	Shopping	Vocabulary & questions related to buying	
10	Train travel	Train travel vocabulary where/ yes-no questions, present tense & numbers	
11	Telling the time	Present tense, time & numbers.	
12	Daily routines	Jobs vocabulary present tense.	
13	Days & dates	Vocabulary relating to dates	
14	Personal information	*Have got*, family vocabulary	
15	Hotels	Hotel vocabulary, (un)countable nouns, ordinal numbers	
16	Comparing things	Present tense, comparative adjectives	
17	Rooms & colours	Vocabulary relating to rooms & colours, prepositions of place.	
18	Minor physical complaints	Minor health problems & requests	
19	Likes & dislikes	Present tense, leisure & activity vocabulary	
20	Activities in the past	Past simple – *go & went.*	

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Elementary SS2 (CEF A2) 4-week stand alone course / 20 modular lessons

	Aim - topic	Language focus	Notes
1	Personal Details	Question formation and personal information, present simple	
2	Describing people	Adjectives to describe appearance	
3	Giving and asking for directions	Directions and related prepositions of place	
4	House interiors	*There is / are* and prepositions of place extension	
5	Family and relations	Family vocabulary, possessives and *have got*	
6	Activities and social life	Enjoy / like +ing	
7	School	To talk about school years - School vocab, expressing rules using had to and couldn't	
8	My hometown	Vocabulary relating to amenities, Present simple questions	
9	Describing Clothes	Vocabulary relating to clothes, materials & body parts	
10	Making plans	*Going to*	
11	Talking about the past	Past Simple	
12	Health	Ailments and treatments, *should* for advice.	
13	Weather	Vocabulary relating to weather & feelings	
14	Have you ever…?	Present Perfect for experience	
15	Transport	To talk about modes of transport and how often you use them - Present simple, modes of transport, time expressions	
16	Jobs	Vocabulary relating to jobs, adjectives & *need to*	
17	Animals	To talk about pets and animals - Animal vocab, including parts of an animal	
18	Talking about Money	Money vocabulary, adverbs of frequency, revision of present and past	
19	Food	Food vocabulary and containers, countable and uncountable	
20	Lifestyles	Would like to + verb, enough/ too much…	

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Pre-intermediate SS3 (CEF B1) 4-week stand alone course / 20 modular lessons

	Aim - topic	Language focus	Notes
1	Living in another country	Asking where someone is from, living abroad	
2	Eating with friends	Vocabulary relating to cooking, food & drinks, recommending	
3	Making Plans	*Will – going to* – Present Continuous for plans	
4	Describing objects	*To use as* + noun / to + verb / for +ing, adjective order	
5	Expressing feelings	Verbs + -ing/infinitive, adjectives of feeling	
6	National Stereotypes	*To like/ to be like/ to look like*	
7	Achievements in life	Present Perfect	
8	Fitness	Adverbs of frequency, time expressions & fitness vocabulary.	
9	Fashions and style	Vocabulary relating to clothes and style. Adjective order	
10	The things we have to do	*Must - have to*	
11	Comparing families	Comparatives, *have got*, possessives, family vocabulary	
12	Life in the Past	Past simple and continuous, *used to*	
13	School days	Vocabulary relating to schooling system and revision of past tenses	
14	Sports	Sports vocabulary	
15	Job satisfaction	Vocabulary relating to jobs & working conditions	
16	If you come to London…	1st conditional	
17	Cinema	Vocabulary relating to cinema	
18	Imaginary situations	2nd conditional – help you explain what you would do	
19	Inventions	Passive voice	
20	Problems	Revision of Present Perfect, vocabulary relating to problems	

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Intermediate SS4 (CEF B2) 4-week stand alone course / 20 modular lessons

Day	Aim - topic	Language focus	Notes
1	My city	Recommending activities in a city	
2	Sports	To talk about likes and dislikes in a sporting context - Sports vocabulary	
3	Manners	Giving opinions and idioms	
4	Technology and possibilities	Modals of probability, possibility & certainty	
5	Shopping	Shopping vocabulary, comparatives / superlatives	
6	The past of a town	Past simple passive	
7	Magazines and Newspapers	Present Perfect, Past Simple and vocabulary relating to reading	
8	Journals/informal phrases	To make your language more modern/natural - Informal phrases, past simple /past continuous	
9	Travel advice	Modals, expressing various degrees of obligation & advice	
10	What we consider beauty	Adjectives to describe appearance	
11	Lies	*Should have* + pp, *I wish had* + pp formal/informal	
12	Jobs	Vocabulary relating to jobs, skills etc.	
13	Weather – how does it affect you?	Weather vocabulary, expressing emotions	
14	What had happened?	To tell stories, using past tenses - Past perfect versus past simple	
15	Music	Adjectives to describe music	
16	Food	Food, preparation and ways of cooking	
17	Lottery	2nd conditional	
18	Queuing	Vocabulary relating to cultural differences	
19	Health	Vocabulary relating to health problems, remedies & advice	
20	Sleep & Dreams	Connectors, vocabulary relating to dreams	

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Upper-intermediate SS5 (CEF C1) 4-week stand alone course / 20 modular lessons

Day	Aim - topic	Language focus	Notes
1	The British Royal family	Family relations & monarchy vocabulary, 2nd conditional	
2	Holidays	Describing holidays and talking about holiday preferences - Locations collocations expressing preferences	
3	Air travel	To enable you to talk about travelling, especially flying - Vocabulary of flying, Sentence syntax	
4	Food – planning a dinner party	Vocabulary & adjectives relating to food and idioms	
5	The phone	Use and advantages of mobile phones - Phrasal verbs related to telephoning	
6	Childhood memories	Talk about early memories - -ed/-ing adjectives, *would/used to*	
7	Identification	Describing character mannerisms and physical appearance	
8	Superstitions	Future forms	
9	Health and alternative medicine	Vocabulary relating to conventional and alternative medicine, body parts	
10	Cars	Making a point on topical subjects, phrasal verbs	
11	Internet	Phrasal verbs, making a point, articles, adverbs	
12	Advertising	Modals of probability, comparison	
13	Rubbish and recycling	Talk about attitudes to waste and recycling - Word building	
14	Animals and us	Talk about our relationship with animals - Vocabulary: parts of animals, animal idioms	
15	Films and censorship	To enable you to discuss cinema and censorship - Mixed conditionals	
16	Weddings and marriage	Talk about weddings and marriage - Vocab for weddings, financial expressions	
17	Cultural awareness	Cultural differences	
18	Schools, discipline and rules	Exper. at school - Vocab of punishment, modals of obligation, present and past	
19	Men and women at home	The roles of men and women at home - *Make and do*	
20	**Crime**	Vocab of crime and the legal system, phrasal verbs to do with crime	

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Advanced SS6 (CEF C2) 4-week stand alone course / 20 modular lessons

Day	Aim - topic	Language focus	Notes
1	Slang	Slang & euphemism	
2	Music	Idioms & music vocabulary	
3	Money	Phrasal Verbs and Idioms	
4	Eccentrics	Idioms & vocabulary relating to lifestyles	
5	Job satisfaction	Business English & intensifying adjectives	
6	Instant Wealth	2nd & 3rd Conditionals, adjectives	
7	Weird Hobbies	Compound noun structures	
8	Supermarkets	To think about shopping and compare experiences in another country - Shopping and business vocabulary	
9	Supporting the arts	To talk about government support for the arts - Key words, emotive language	
10	Recycling & the environment	Environment vocabulary, dependent prepositions	
11	Food	Food vocabulary & idioms, taste & texture	
12	Animal instincts	To discuss opinions on animal instincts, especially at work	
13	Language & Shakespeare	Idioms & collocations	
14	Insurance & business	Insurance & business vocabulary	
15	Travel	To discuss travel experiences - Nationality words; adjectives and adverbs; ways of recommending	
16	Graffiti	To discuss attitudes to US foreign policy expressed in political graffiti - Interpreting irony	
17	Comparing countries	comparative forms in talking about different countries	
18	Theatre	To discuss the theatre and reviews of plays	
19	European union	Politics vocabulary	
20	Jokes and gender	Typical formats for jokes and ways of responding to them	

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